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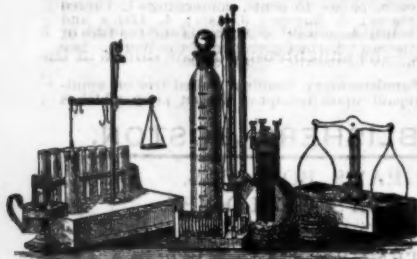
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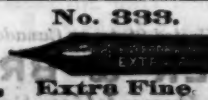
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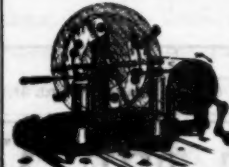
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ESTABLISHED 1870.

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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

It will be good news to our readers to hear that Stanley was well on July 12. He was proceeding up the Aruwimi, which he had found navigable above the rapids. He had launched the steel whale boat and rafts. The members of the expedition were in good health and provisions were easily procured at the large villages. The country showed a gradual rise toward high table lands. A caravan of 480 men followed the expedition on the left bank of the river, and an advance guard of forty natives of Zanzibar foraged for supplies. Stanley expected to arrive on July 22 at the center of the Mabodi District, and to reach Wadelai by the middle of August. So far the advance has been peaceably accomplished.

AN algebra cannot teach! Something behind it does that work. What is that something? The teacher, the living teacher! Nothing can be substituted for her. And what does this person do? Teach algebra? No. She teaches herself and nothing but herself. The mere memorizing of a fact from the text-book does not educate, but the way that fact is studied and appropriated educates. A Greek grammar, full of all manner of dry details and technicalities, may be so taught as to incite in the learners the highest love for truth, manliness, and virtue. A Greek grammar may become the very handmaid of religion. There is no manliness, virtue, or religion in a grammar, but there may be in the teacher who teaches it. That which carries force with it is behind the book; it is in the loving, earnest, truth-loving teacher herself.

GROWTH is an evidence of life. Even in the mature body there is cell growth, though the sum of increase only equals the amount of decay. Activity is also an evidence of life. Death is silent; life is full of voices. It is said the moon is a silent world, because in it there has never been found evidence of life. Animals find expression for all they have to say. They are nearly voiceless only because they have little to communicate.

Activity of mental life expresses itself in questions and longings. We ask because we want to know. We long for something we have not, because we are dissatisfied with what we have. Dissatisfaction has been the motive power in all the progress the race has made. Wherever a man has lived who wanted no more than he had, there has one lived who was mentally and spiritually dead. Under all the revolutions and overturnings of the past, there has been found the deep unrest of dissatisfaction.

"A FULL hundred thousand pupils in attendance yesterday," is the report that appeared in the papers of this city last Tuesday morning. "Forty or fifty thousand more will be enrolled within two months," was the sentence that followed. One hundred and forty thousand school children in the schools of one city! What an army! Within fifteen years the majority of this large number will be actively engaged in the work of the world. A certain per cent. in good work; a certain per cent. in wicked work. Of this 140,000, 70,000 are girls, and 700 of them will probably be found among the criminal classes—that is, if the future shows no improvement over the past. Of the 70,000 boys, fourteen hundred will find temporary or permanent homes in the prisons. This per cent. has been much greater in the past. The probability is that at least twenty-five hundred would be a more correct estimate. Of the 140,000 New York City school children, how many will become active workers in profitable employments? Most of the girls will become wives. What kind of wives?

Most of the boys will become husbands. What kind of husbands? 100,000 of the boys will be smokers, and 35,000 habitual drinkers—and one third of all habitual drinkers become drunkards. What a future! Yes, teachers, what a future for some of your pupils! Think of it. Some of your girls will become drunkards' wives; beaten, starved, and perhaps murdered by the very boys you daily instruct. What good will a knowledge of grammar do those girls in the hours of their agony? Throw grammar, arithmetic, geography, yes, even reading and writing, to the dogs, if by teaching them you find no time to teach what is farther above them than the heavens are above the earth.

But you needn't throw the three R's to the dogs. It would do them no good; but you can, by and through the teaching of the three R's, teach what will make manly and womanly men and women of the boys and girls now going to school. This teach-

ing is the kind our country pays for. Good arithmeticians, who are good in nothing better, make good Wall street rascals, and what good do they do? An honest banker is one of the noblest works of God; but a financier who gets all he can by hook and by crook, and keeps all he gets his hands on, is among the most despicable of His creatures. If our schools cannot give their pupils good characters, it had better give them nothing. It would have been better for the world if some boys and girls of the past had never learned to read.

HOW to abolish poverty has become a theme, and a very good one it is, too. The schools of the country are about the best means we know, and in teaching temperance they are teaching the means to become comfortable, if not rich. Said a very able preacher in this metropolis last Sunday:

"Strong drink produces more poverty than any other or perhaps all other causes combined. Horace Greeley once gave an estimate of the cost of intemperance and the use of strong drink. He stated that the liquor sold amounted to \$1,500,000,000, to which he added the value of various kinds of grain and other material destroyed in its manufacture, the loss to useful, productive labor of the men engaged in its manufacture and sale, the cost to the nation in taking care of the crime and poverty which result from its use; and fixed the grand total at \$3,250,000,000. Mr. Powderly says: 'In one county in Pennsylvania where its sale amounted to \$17,000,000, \$11,000,000 was consumed by working men.' This sum would purchase a farm for each of the Knights of Labor in this county."

All the efforts to cause more money to enter the laborer's purse will do no good so long as he spends it in strong drink. The schools have begun a mighty work—the enlightening of the minds of the coming generation in the evils of strong drink. It does not require much on-looking to see that, in twenty-five years, prohibitory laws will exist in every state in the Union. A tremendous effort is to be made to remove this evil, and in it the work of the humblest teacher will be felt. The increase of women teachers will help this along. Then, when the gin-mill is ruled out, there will be a better chance for the young man that steps out so gaily from the school-room to enter on life's duties.

A former member of the legislature of this proud Empire State has opened a drinking saloon in Essex street in this city. To make the place attractive he has had the floor inlaid with silver dollars! Each alternate slab of marble has a hole bored in it, and in this is a silver dollar; in all 700 coins are used. Will this pay? Of course it will. If we look around we shall see desperate efforts are being made to get people to come into these places, where fortunes are expended and ruin is wrought. Some put up pictures and some put down dollars. Yet the time is coming when all these will be closed up. And the common school is going to do it.

REV. Dr. Krebs, of New York, had a colored servant who very faithfully attended to his wants. After an hour-and-a-half sermon, while helping the dominie on with his overcoat he said:

"Well, Massa, how d'ye feel by dis time?"

"Better, Sam, a great deal better."

"Well, Massa, tink you would after ye git all dat trash off y'r tummak?"

After teachers get through with all the trash and nonsense of technical examinations often required at the opening of school, and get down to the work of teaching, they will begin to do something worth talking about. When will the blessed day come that we shall learn not to measure our pupils by the number of technical questions they can answer? It is coming, but in some parts of our country it is very long on the way. When teachers get all "dat trash off der tummaks," the educational thermometer will rise fifty degrees.

COMPULSORY ATTENDANCE.

It is well to pass good laws that can be enforced, but however excellent a law may be, it is an evil if it stands on the statute books, a dead letter.

In this state every boy under 14, who is at work, must have a certificate showing that he has attended school the requisite number of days.

For the past two years special efforts have been made in this city to enforce this law. Eight or ten truant agents have been at work collecting the delinquents, and every month Supt. Jasper has made a full report of their work to the board of education. Notwithstanding all this work truancy is not cured, and the employment of children without the proper certificate is not prevented. But a greater inconsistency presents itself. It is this.

In the northern part of this city there are at least 8,000 children who could not go to school if they wanted to. The same state of things exists in Newark, N. J., where there is a great deal of embarrassment on account of the enforcement of the child labor, and compulsory education laws, which require the attendance at school of all children of school age, whereas there is not sufficient accommodations for the school population.

It is sometimes asked whether any good comes from forcing children to attend school when they do not wish to go. But this is not a question of boys' and girls' likes and dislikes. It is one of duty. Children must go to school, and when there they must be made to like it. The public officer has his work, and the teacher his. Thousands of pupils do not like school at first, but under the molifying and moulding influences of a good teacher, they become transformed from dirty street Arabs and rough hoodlums, into clean, quiet, presentable, and even lovable and capable young men and women. They wanted to be jail birds, but the state wants them to be honest citizens, and by the influences of the school-room intends to make them such. What we must have is:

1. Clean, wholesome, cheerful school-rooms, of capacity adequate to hold all children of school age.

2. A law strictly enforced, of sufficient power, to put in school all who ought to be there, and keep them there.

3. Teachers having enough power to hold pupils to their work, without resorting to the rough measures of a past age.

These three—room enough—law enforced—teaching capacity—and the work is done.

UNIFORM STATE EXAMINATIONS FOR TEACHERS' CERTIFICATES, IN THE STATE OF NEW YORK.

State Superintendent Draper has inaugurated an excellent departure in the method of conducting examinations for teachers in this state. He mailed printed question papers in sealed envelopes to all school commissioners to be opened September 3. Papers like these will be mailed monthly to commissioners in time for use in examinations upon the first Saturday of each month. The whole examination is to be given in one day.

For third grade certificates, the subjects are: 1, arithmetic; 2, geography; 3, grammar; 4, physiology; 5, general questions. For second grade, the same, with 6, American history and civil government; 7, methods. For first grade, the preceding, with 8, school law; 9, algebra. Questions in italics only apply to third grade certificates.

All questions, in every paper excepting school law and algebra, apply to second grade certificates. All questions in every paper apply to first grade certificates.

The number of credits to which a perfect answer entitles applicants is printed after each question. It will be seen that sixty credits represent a perfect paper of the third grade; 100 credits of the first and second grade. These test papers are simple in character; questions are general, not technical.

It is the superintendent's wish that no certificate be granted without a written examination, and that the papers of applicants be filed in the office of the school commissioner. While all are invited to use these questions as a bases for uniform and simultaneous examinations for teachers' certificates, the commissioners who have requested the department to prepare them will, of course, observe the terms of their request.

This is an experiment, and entirely optional with commissioners. Its success depends largely upon their good faith and active co-operation. Mr. Draper believes that

such co-operation will do much toward establishing a minimum standard of qualifications for teachers, the necessity for which is so generally recognized.

DO LEARNED WOMEN MAKE GOOD WIVES?

Last summer a young woman received from Columbia College the degree, *cum laude*, of doctor of philosophy. Although she is comparatively young, she has shown remarkable mental maturity. Mathematics is her forte, and the toughest problems are as easy as dancing to her. While at Wellesley College she stood at the head of her class, and after her graduation she refused to become a director of the observatory of Smith College and declined a professorship in her alma mater. Two weeks ago there was a wedding in Trinity Church in this city. The party of the second part was Miss Winifred Edgerton, the young woman of whom we have been writing, and the party of the first part was Professor Merrill, a young Columbia professor and graduate. It is said that Mrs. Edgerton-Merrill is as much at home in the kitchen as in the recitation room; that she can sew, wash, and iron, and is naturally as domestic as a shy country maiden. It is expected that she will continue her studies, and do more literary work under her new relations than she could have done had she remained simply Miss Edgerton, and that while darning stockings she will still continue reading *Mechanique Celeste*.

At the recent meeting of the Social Science Association at Saratoga, Arthur Gilman said that:

"We cannot doubt that nature has not placed before woman any constitutional barrier to the collegiate life. What is to be the effect on the physical health of the educated woman? It will be beneficial. I have myself learned by observation that the work of the full college course is favorable to health. The regularity of life, the satisfaction of attainment, the pleasant companionship, the general broadening of the girl's nature, tend in that direction. On the lower schools its effect is very good. The grade of instruction in schools for girls has been raised materially since Vassar College began its career. All the colleges that teach women are sending to our schools and colleges a constant stream of well-prepared teachers, who will help the men to raise the grade of American scholarship."

"It is doubtless true that women who marry after having been liberally educated make more satisfactory unions than they otherwise would have done. Women were formerly trained to no other outlook than matrimony. It is plain that woman ought to be enfranchised, that the right to cultivate her intellectual nature should be hers. It is patriotic for the American to train his wife and his daughters in such a way that they can cultivate for their brothers and sons the highest traits of the noblest citizens."

These are wise words. A thorough course of training will help any man or woman. Dr. Vincent says: "If I had a boy who expected to be a blacksmith all his life, I should want him to be a college graduate. Every man owes it to himself, his wife, and his children to be as much of a man as he can be. When parents are educated enough to take a real interest in the studies and work of their children, it is as easy again to teach the boy. The blacksmith needs an education because he is a citizen. In this country we cannot afford to educate a special class to investigate political subjects and to dictate to masses how they shall vote. Every man must think and act for himself. Moreover, it is the duty of every man to acquire all the education he can. The thought of immortality ought to be an inspiration to every man." What Dr. Vincent says of the boy applies equally well to the girl. A wife ought to know as much as the husband. Ignorance in either is certain to be productive of evil. Ignorant wives suit Mohammedans, but average Americans want their wives to know as much as it is possible.

No person connected with temperance work in this country, stands higher, in the estimation of the public, than Mrs. Mary H. Hunt. We are fully satisfied that whatever blame may attach to others associated with her in connection with the temperance text-book war in Minnesota, referred to in our letter from Chicago, no imputation can rest upon Mrs. Hunt. We say this in justice to one who has worked many years in a self-sacrificing manner, for the moral reformation of the youth of our land.

"I didn't think," means I didn't have a mind able to think when it ought to have thought.

Little things are the very ones that need to be done first.

We can't do better than we can, but we can do better than we ever have yet done.

ENGLISH teachers have a hard time in getting into good places. One of them writes the *London Schoolmaster* that:—

"For three years I have been trying to obtain a better situation, having spent much time and money in vain. In all this time have appeared before a committee as a selected candidate twice—once as candidate for assistant under London Board. My present salary is eighty pounds per annum as master of a village school, and I am married, so that is some reason for aspiring to something higher."

Another writes:

"It is a crying shame that the Government should annually deceive so many promising young fellows by encouraging them to spend the best part of their lives in qualifying themselves for an overstocked profession."

Parents ought to be warned of the state of the market before apprenticing their sons as pupil teachers. Then if they persist in doing so they have only themselves to thank. Had my parents only known what experience has revealed to them now they would have been saved infinite anxiety and regret: and instead of my being a burden and a trouble to them in their old age, I should most likely have been a help and comfort to them.

I will briefly give my case, and in doing so I know I shall be speaking for hundreds of other young fellows.

I spent four years as pupil teacher, and having obtained a first class in the Scholarship list, entered college, and left last Christmas, a certified master (first division), with Tonic Sol-fa, drawing, drill, and three science certificates.

'Now the event.' I have sent out scores of applications, and received one reply. That was an offer of the mastership of a workhouse at thirty-five pounds per year, &c.

I am still unemployed, and, needless to say, living on my parents, who, by the way, can ill-afford it.

I go about a miserable, disheartened and disgusted fellow, yours sorrowfully."

Surely the way of the teacher is hard in England.

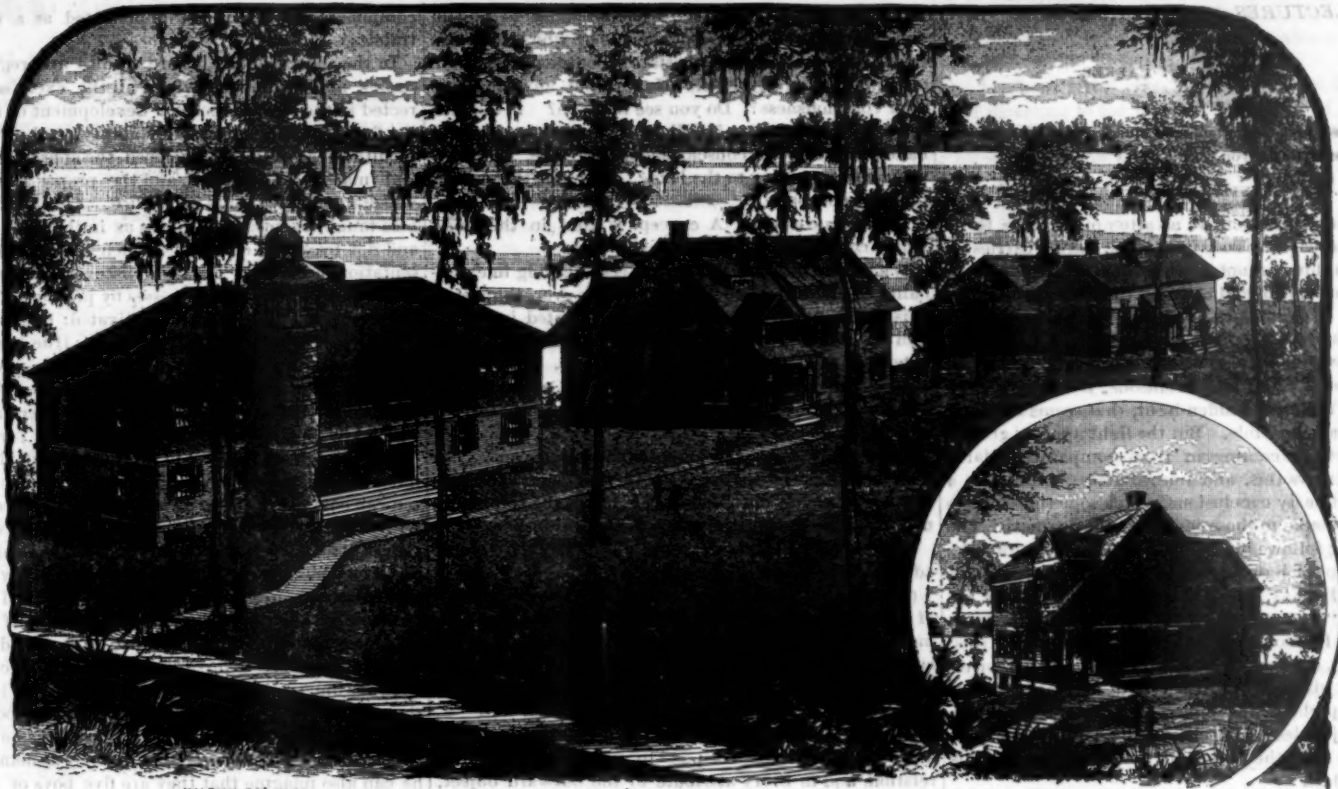
PUNDITA PAMABAR, an Indian lady of high caste, has been visiting this country in her project of educating her country-women in Southern India. It is proposed to have, distinct from the association, a board of trustees, strong business men, to attend to the financial matters here, and a similar board of trustees in India. Several branches are already formed. One at Cornell University is composed of professors and students. The latter propose to form other branches during their vacation. The school for which Pundita is asking help will secure \$15,000 the first year for the necessary building and furnishings and running expenses, after which \$5,000 a year will maintain the institution.

The resolutions passed by the National Educational Association at its last meeting related to the following topics:

1. A more general study of the philosophy of education. 2. An extension of the strictly professional training in normal schools. 3. A more complete divorcement of school officers from politics. 4. Greater care in the selection of school officers, superintendents, and teachers. 5. The extension, wherever practicable, into rural districts of expert school superintendence. 6. A more stable tenure of office. 7. The extension of the school year, and the increase of teachers' wages in the rural districts. 8. The adoption of some plan whereby meritorious teachers after long service may be honorably retired. 9. The passage of laws where necessary to secure attendance at the public school of all persons of school age who are deficient in the rudiments of an English education. 10. The increase of public libraries and the establishment of a closer relation between them and the schools. 11. The fostering of the kindergarten and the application of its spirit and methods into the lower primary grades. 12. The recognition of the value of industrial art. 13. A more earnest attention, not only to instruction in the fundamental principles of morality, but also to a careful training of pupils in moral character. 14. Increased attention to instruction in civics as a special preparation for the duties of citizenship. 15. The value of musical instruction.

For the third time within three months there comes an astonishing report of youthful depravity in South Carolina. A girl of 11 is under sentence of death for the murder of an infant, and two other children are awaiting trial for the same offense. The precocity of criminals in New York is great, but it does not reach such proportions as this state of things is evidence of.

In an address before the recent meeting of the Scientific Association in this city, Dr. Woodward, of St. Louis, expressed his opinion that the American manual schools are better than the French or German. The foreign school is only a training school for one trade. The American gives a course that fits a boy for any trade. He gave several incidents concerning his pupils, and said that "one of his boys went into farming and was soon the best man in the county, and was in demand to arrange all his neighbors' machinery. Another went into a lathe shop, and was made foreman in no time. A practical machinist had admitted to him that a boy with a course in the manual training school, after six months in the shop, was worth any other boy who had been there three years and a half."



KNOWLES' HALL.

LADIES' COTTAGE.

DINING HALL.

GENTLEMEN'S COTTAGE.

PERSONALS.

PROF. GEORGE N. BIGELOW, the head of the Athenaeum Seminary for Young Ladies and Girls, at Clinton and Atlantic aves., Brooklyn, died recently at his home, No. 22 Strong Place, in that city, at the age of sixty-four. He was well known in educational and literary circles. He was for several years at the head of the High School at Clinton, Mass., and was also principal of the State Normal School at Framingham, Mass., for eleven years.

THE wedding of Dr. Eugene Bouton, principal of the New Paltz State Normal School, and Miss Elizabeth R. Gladwin, of Sherburne, N. Y., last June, was a fine affair. After the ceremony a large reception followed at the home of the bride's father. The house was tastefully decorated, the bride and groom standing under an umbrella of white flowers, with a background of ferns, lilies, and roses. Many beautiful and valuable presents were made.

MR. CHARLES H. HAM, in the opinion of Col. Parker, "is a pioneer of manual training; he started the movement that gave Chicago its splendid manual training school; he has written the best book upon manual training ever published; besides he is a strict business man and manager. As an adviser in educational matters, he has hardly an equal."

MISS JESSIE ELDRIDGE the popular teacher of elocution at the Monroe College of Oratory, Boston, made a decided hit at the Asbury Park Seaside Summer School, of Pedagogy.

Miss Eldridge possesses a natural talent for this line of work and brings an enthusiasm into her teaching which carries all before her. The management are fortunate in securing her services for the coming season.

PROF. D. A. HARMAN, Supt. of the Hazleton School for the last nine years, was again lately re-elected for three years at an annual salary of \$1,500. Mr. Harman is a conscientious, hard-working, and efficient superintendent.

PROF. N. A. BALLIET, for several years principal of a select school at Normal Square, Carbon Co., Pa., was lately elected to a district superintendency in northern Ohio, near Cleveland. Prof. Balliet is a brother of Supt. T. M. Balliet, City Supt. of Reading, Pa.

PROF. BEVAN, of the Mauch Chunk schools, spent a few weeks at Saratoga, N. Y., attending lectures in pedagogy. He says he feels improved physically and mentally.

ROLLINS COLLEGE, WINTER PARK, FLORIDA.

Rollins College is located at Winter Park, Orange County, Florida. It is on the South Florida Railroad, eighteen miles south of Sanford, and four miles north of Orlando. Its four tasteful buildings are beautifully situated upon the shore of Lake Virginia, and overlook the town. There are excellent opportunities for boating upon three connecting lakes. Dr. Henry Foster, of Clifton Springs, N. Y., says:—"No locality is more healthful or more beautiful for situation." After extended travel in this country and in foreign lands, he pronounces a small section of which Winter Park is the centre, as, in his opinion, the most healthful locality on the globe. Young ladies and gentlemen, who cannot endure the northern winters, and yet have health sufficient to pursue their studies under favorable circumstances, will find here an institution of the best grade, and in a delightful climate, where they may hope to pass safely their most critical years, and go forth with health confirmed to strong and useful lives. The cottages for young ladies and gentlemen and the common dining hall furnish a cheerful and cultivated Christian home. The institution was founded as a Christian college. Its charter says:—"Its object, which shall never be changed, shall be the Christian education of youth, and to this end it proposes to provide for its students the best educational facilities possible, and throw about them those Christian influences which will be adapted to restrain them from evil, and prepare them for a virtuous, happy, and useful life."

The pride of Winter Park, beyond her fine hotels, her beautiful homes, and her present highly intelligent and refined population, is her infant college. Through this she aspires to become the natural centre of the educating, refining, and christianizing influences and forces of the state. The Winter Park Company gave the beautiful site on which the buildings stand, and Mr. A. W. Rollins, of Chicago from whom the college takes its name, headed the list of subscriptions to its endowment with the sum of \$50,000, to which others, many of them members of the Company and identified with the founding and growth of the town, added the further sum of \$64,180. It will gratify our northern readers to see and know what is being done to advance the cause of higher education in this sunny land of the orange and pineapple, and health. The Rev. E. P. Hooker, D.D., a gentleman of the highest standing is president of this college.

THERE will be a Christian Workers' Convention at Broadway Tabernacle, New York, September 21-28. Many of the most distinguished speakers in this country will be in attendance.

"The better we hear the better we speak."—S. S. Times.

CHILD LABOR.

Children under sixteen years of age who are forced to work in factories, are not only densely illiterate themselves, but come of an illiterate parentage. In a single cotton factory at Cohoes, over 1,200 children were recently found at work. It was recently officially reported that there are 121,000 persons over sixteen years of age in Massachusetts who are unable to read or write. Most of the children of these parents are made to work as soon as they are able to do anything profitable, for illiteracy means poverty and poverty means toll. If the head of a family is not able to earn a good living, he makes his children work with him. Child labor is the source of unnumbered evils, both mental and moral, and has well been said to be the spring of every evil which menaces the republic. If we expect to prosper, we must first enact stringent laws against requiring children to earn wages; second, we must make it legally necessary for all parents to send all their children to school, at least six months in a year, until they are sixteen years old; third, we must establish and maintain good schools in all parts of our country in which all children can be taught. It should be a crime for any American born young man or young woman to be unable to read intelligently and write legibly.

A FEW QUESTIONS IN WRITING.

Should pen writing begin at the very first lesson in writing?

State reason.

Is it practicable to permit printing the letters at all?

State reason.

What is the correct position in writing?

State reason.

State the advantages and disadvantages of pencil writing.

Should movement in writing be regulated by music?

State reason.

Give the psychology of writing. Why cannot some pupils write well? Is the fault in the mind, or in the hand and body?

Have we distinct systems of writing?

We invite brief answers to the above questions.

Secretary James H. Canfield, of the National Educational Association, says that to ensure receiving a copy of the *Journal of Proceedings* of the session of the association held at Chicago, members should notify him, Lawrence, Kans., at once, by postal, of their present addresses and of their desire to secure a volume.

This notice is necessary, because of the number who are believed to have taken advantage of association railway rates, yet who have no interest in the proceedings, and also, because of possible errors in addresses, due to the unavoidable confusion at the railway secretary's office.

LECTURES ON PSYCHOLOGY.

BY COL. F. W. PARKER.

I.

Given at the Cook county summer school July, 1887, and reported by Miss E. E. Kenyon.

INTRODUCTION.

In reporting these lectures no attempt is made to represent the speaker. To say that Col. Parker carries his pupils with him is not always true. Sometimes he sends them on ahead, and observes their wanderings, for the purpose of gauging their needs. Sometimes he sees them running and seeking, and hides himself, lest they should follow him instead of truth. Then, under the blaze of one of his grand intuitions, he sweeps with them into a region of sudden light, that seems to make all things plainly visible. But the light appears greater than it is to those coming in from comparative darkness. He knows this, and immediately administers a preventive of hasty conclusions, which sometimes comes as a severe rebuke to those inclined to be dogmatic. The great teacher follows his own advice, looking into the conscious ego for light by which to reach the needs of his pupils. He has found himself to be, to quote his own words, "by nature, dogmatic; a seeker after truth by grace." He continually reminds himself of this, and, at times, the conquest of "grace" over "nature" is outwardly visible. It is then that he stands before his class in, perhaps, the highest capacity of the teacher, a natural object-lesson in self-curbing. It is then that one feels the most the pure and honest motive of this feast of leaders.

In his patient search for truth, Col. Parker seldom takes time for a rebuttal, seldom turns to frown upon error; but, when he does, all the soldierly fire within him breaks forth. He stands, the inspired champion of human growth, and, in his expanding proportions of soul and body, seems to become the living representative of truth itself; so that error, cowed by the sublimity of its foe, shows its little heels. Then he sinks back to less warlike proportions, and follows the fleeing thing with a pitiful glance, while childhood, in the imagination of the beholder, stands behind him, clinging trustingly to its strong defender.

To give these pictures in a verbatim report of the lectures would be impossible. The calm thread of investigation, then, will be followed with little deviation.

CONSCIOUSNESS.

In the human being, there are three kinds of activities: unconscious, subconscious, and conscious. The unconscious activities are those of the vital organism, as the beating of the heart. The subconscious activities are those of the mind, by which it receives impressions of which we are not immediately conscious. Psychology deals with conscious activities.

There is no way of studying conscious activities, except by looking into our own consciousness. Let us do that, and see if we can make any positive generalizations that will serve as premises for psychological discussion. Look into your consciousness, and tell me if what I say is true. I will go very slowly:

We are conscious.

We are conscious of that of which we are conscious.

We are conscious of that which lies within our consciousness.

We are conscious of only that which is within our consciousness.

We are not conscious of anything that is not within our consciousness.

We are not conscious of external things.

(Discussion, leading to the general conclusion that external things cannot get into the consciousness.)

I am conscious. I see, means I am conscious by means of sight. I hear, I taste, I smell, I touch—all mean I am conscious by varying means.

Let me change your state of consciousness (exhibiting a piece of crumpled paper.) Have I made you conscious of anything of which you were not conscious before? Have I changed your state of consciousness? How did I do it? I will produce another change (holding up a small, wooden cube.) Is there anything new in your consciousness? How did it get there? Listen (pointing to the clock). Is there a change in your consciousness? How was it produced? If your eyes were closed, could I affect your consciousness by holding an orange or a rose before your face? By putting sugar upon your tongue? By holding a kitten against your cheek?

There are various channels, then, through which ex-

ternal things change our states of consciousness, and induce therein certain correspondences by which we judge them. Let me change your state of consciousness again (describing a pretty lake.) Have I put anything into your consciousness? Do you see the lake? Is the lake in your consciousness? What is it that the symbols have put into your consciousness—the lake, or something corresponding to the lake? We call that something a concept.

What is a concept? A concept is that in the mind which corresponds to an external object.

What is an object? An object is something in externality separated and differentiated from everything else. It is made of attributes, arranged and related in a certain way. It may be described by enumerating its attributes, and telling of their arrangement.

To see an object is to have in the mind a something, a concept, that corresponds, in our judgment, to that object.

How many elementary ideas has a concept? As many as we see of attributes in the object. Those attributes of the object which do not affect the consciousness, form no part of the concept.

What is an adequate concept? Is it possible to form adequate concepts?

(Question by pupil: A lady carries with her a concept of a certain piece of dress-goods by which she exactly matches it in color, weight, texture, etc. Is that an adequate concept?) The fabric may have chemical attributes of which she is unconscious, a poisonous dye, for instance.

(Discussion, leading to the conclusion that an adequate concept must correspond in every part, in every relation, and in every attribute to the outward object, and that adequate concepts are never formed.)

TALKS ON ARITHMETIC.

BY SUPT. C. E. MELENEY.

From Asbury Park Note Book.

I.

The object of teaching arithmetic is twofold; being first, a useful and necessary acquirement; and second a means of mental development. The teacher should always keep these two ends in view, and use such methods as will train to good habits and cultivate the faculties. Most teachers teach arithmetic for the utility of it, and never think of the development of the child. Thus, when addition tables, multiplication tables, counting, numeration, and notation, of two—three, four periods are taught to little children merely by act of the memory, the teacher hopes to secure for the child the acquirement of as much as possible of figures with a view, we often think, of displaying his knowledge. Is this the faculty of the mind of a little child under eight years of age that should be brought into exercise alone? Where does the perceptive faculty come into play? How much time does the little brain have to form concepts?

Some teachers think they must make a good show any way, and do not realize the powers of the little mind that are to be developed.

Later, we find boys and girls trained in all the business methods, to be accountants, often to the neglect of principles, which, if mastered, would furnish the foundation for all business calculations, and develop a mind capable of mastering any problem in business experience.

There is a good deal of misapprehension of the value of arithmetic as an acquirement. It is often regarded as the most important branch of study in a school course. If it is the most valuable, we maintain that its use is to develop the mind, and not to furnish useful knowledge. As a matter of fact, a knowledge of arithmetic, beyond the fundamental operations, is very seldom called into requisition in after life. Very few comparatively become accountants, and they need very little beyond addition and multiplication. Very few become contractors, and much fewer are ever called upon to use higher mathematics. So as an element of knowledge, the world is little the wiser for it. How vastly more important is the knowledge of how to read and use language. How much more important to the happiness of mankind is a knowledge of geography and history, and yet not many years ago, arithmetic constituted about all there was in the curriculum, especially of the now boasted *destrict* school. But considered as to its value in mental training, this branch is of great importance. When we hear criticism upon the public school because of the time spent in teaching arithmetic, as was recently done in Boston, it is because it is regarded, and taught, as an ac-

complishment, and is not appreciated as a means of training.

In the best schools, where studies are regarded as means not as ends, and where all the exercises are directed to the full and perfect development of the child, we find a recognition of the ability of the child, the faculties that are to be developed, the appropriate means and material to be used, and the proper methods by which the means should be applied. Thus we find numbers taught by means of things as in the kindergarten, and not by words or figures which are only the representation of number. The child discovers all the relations of numbers, and learns processes by practice. The power of perception is directed and cultivated; he is trained to attention, which is aided by interest; true concepts are formed and relations are understood. The power of representation is then used which depends upon the proper training at the outset. The higher powers are to be trained by slow steps, and mainly at a late period.

Much time must be spent in forming correct ideas; they must have time to grow and have natural birth. Children can commit words to memory easily, and recite them without having any clear conception of their meaning. Consequently we should be slow to believe a child knows what he has committed, no matter how glibly he may recite. Reproducing from ideas is not easy, and can only be acquired slowly. These two processes of gaining ideas and reproducing them, must go on hand in hand through the whole course, and in other subjects as well as in arithmetic. A child's ability to observe is greater than his power to reproduce, yet he has the power to a certain degree. For instance if he knows five, he can give you five blocks, he can represent them by as many marks, he can also imagine that they are five boys or trees. If you ask him to put two away he may represent the operation thus: $5-2=3$. Then he can tell you what combinations make five; later he can make practical examples with the numbers he knows. This shows us the steps by which he rises to greater power.

Children can early be trained to study, and by study is here meant the application or holding of the mind to a thing until it is known. The right methods of teaching will awaken interest, quicken the senses, control the attention, stimulate mental activity, promptness, and earnestness, and induce obedience, exactness, self-helpfulness, and self-control.

The importance of teaching children to be self-dependent cannot be too strongly emphasized—they must learn to do their work unaided—accuracy cannot be secured until this is accomplished—they must believe in their power to do their work, and be sure that they are right.

There are a great many exercises and devices a teacher can use to train the children to accuracy and independence. These can best be illustrated by blackboard work, and will be exemplified in the next paper.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

A NUMBER LESSON.

AS GIVEN BY MISS BELLE THOMAS AT COL. PARKER'S SUMMER SCHOOL, JULY, 1887.

OBJECT:—Arithmetical analysis.

PLAN:—Give the questions first as busy work, so as to have ripe thought for discussion. Individual effort, followed by united effort.

LESSON:—I. Twenty-four oranges; $\frac{1}{4}$ of them are Grace's, $\frac{1}{4}$ of them are Austria's, 2 are Birdie's, and the rest are mine. How many has each? (Picture.)

II. At 3 cents each, how many rosebuds can I buy for 27 cents?

The pupils worked on paper. As the southerners say, they "have no use for" slates in Col. Parker's school. When the time for the busy work had elapsed the oral part of the lesson commenced.

Teacher.—Well, children, how many are ready—with pictures and all?

Birdie.—I didn't know whether you meant $\frac{1}{4}$ of what were left or of the whole number.

Teacher.—What did I say?

Birdie.—You said $\frac{1}{4}$.

Teacher.— $\frac{1}{4}$ of what?

Birdie.—Of them.

Teacher.—And what does "them" mean?

Birdie.—Oh!

Teacher.—(Smilingly.) How many made the same

mistake Birdie did, of not looking to see exactly what I said?

Several had, and had misconstrued accordingly. All had rows of oranges, divided and apportioned according to the understood necessities of the problem. One little girl had painted her picture; the rest had pencil drawings. The drawings were preceded by the question, neatly copied between the ruled lines of the paper.

(Ruled manilla paper is recommended as the cheapest substitute for the slate; desirable, also, for its color, which is not so trying to the eyes as white. The slate is objected to because of the rigid grasp of the pencil contracted by little ones in writing upon it.)

Teacher.—How many oranges were divided among all these people? (Answers that came promptly will be omitted.)

What part of them all belonged to Grace?

One-half of what number?

How many, then, were Grace's?

How many were to be yours, Austria?

Austria.—Six.

Teacher.—Are you sure?

Austria.—(With a start.) Oh! I was thinking of $\frac{1}{2}$.

Teacher.—And what should you have thought?

Austria.—Of $\frac{1}{4}$.

Teacher.— $\frac{1}{4}$ of what number?

Austria.— $\frac{1}{4}$ of 24.

Teacher.—How many is that?

Austria.—Nine.

Teacher.—Three nines are 27. Think about it while the rest of us take the other question.

The second question was merely asked and answered, without analysis. Then the teacher rapidly placed the following fractions in a column on the board: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, leaving the children to the last moment in doubt as to the dividends she intended to place opposite. They were these: 24, 20, 16, 24, 15. A rapid recitation followed, in which Austria joined, she having thought out $\frac{1}{4}$ of 24.

Teacher.—Take 4. Of what number is it a part?

Pupils.—It is $\frac{1}{4}$ of 8. It is $\frac{1}{8}$ of 12. It is $\frac{1}{16}$ of 16.

Teacher.—Think of 12 and tell me of some use we have for that number.

Pupils.—Twelve is twice six. Twelve is $\frac{1}{2}$ of 24. Twelve makes a dozen. Three twelves make a yard.

Teacher.—Three what, makes a yard?

Austria.—Three feet.

Teacher.—But I want to hear something about 12.

Austria.—Twelve make a foot.

Teacher.—Twelve what?

Austria.—(With a sudden light in her face.) Oh! twelve inches make a foot.

That was, perhaps, what had lain in Austria's subconsciousness when she said, "Three twelves make a yard," and thus was illustrated the principle laid down by Col. Parker, that: all direct teaching is merely bringing from the subconscious into the conscious.

Teacher.—Now give me some problems.

Austria.—I had forty cents—

Teacher.—Something easier, please.

Austria.—I had twenty-four cents. I gave away 5, then 6, then 7. How many had I left?

Teacher.—I have it! Who else has? But I could have given that problem in an easier way.

Austria.—So could I. I could have taken them all away at once; but that would have been too easy.

Teacher.—So it would. Birdie.

Birdie.—She has six left.

Teacher.—Is that right, Austria?

Austria.—Yes'm.

Teacher.—Take nine of your little paper-squares from your desks. Lay them so as to make one larger square. What is the length of one side?

Pupil.—One side is three inches long.

Teacher.—Then give me a name for the square.

Pupil.—It is a three-inch square.

Teacher.—Make believe the little papers are square feet. What is the length now of one side of your larger square?

Pupil.—Three feet.

Teacher.—Or—?

Pupil.—Or one yard.

Teacher.—Then give the large square a name.

Pupils.—It is a yard square. It is a square yard.

Teacher.—How many square feet have you in your square yard?

Pupil.—Nine square feet.

Teacher.—Put that in a complete statement.

Pupil.—Nine square feet make a square yard.
Another division of the same class appeared to see a great deal in the following suggestive outline, that stared blankly down upon them from the blackboard:

Bought of Mr.

OBJECT:—Practice in multiplication and addition of United States money.

PLAN:—To teach these rules in connection with their uses and at a time when a motive exists for performing the operations.

Most of the pupils filled their blank with purchases from the grocery.

One after another was called upon to read his bill, "using as few words as possible," and a running fire of friendly comment was kept up by teacher and pupils on the prices set for the various articles.

A mistake in multiplication was corrected and certain necessary or desirable changes in the written forms used were suggested. A question in spelling was answered by writing the word upon the board. There was no harrowing trade on "dollar mark and point."

SOME NEW METHODS.*

BY ANNIE I. WILLIS.

The dreaded first rules in arithmetic are made peculiarly interesting and instructive. With a number of small toys, and any articles easily handled by the children, and a box of toy money, they play store, at the same time learning the value of money and how to count change.

Thus Willie is chosen store-keeper, and Fannie comes up to be his first customer. She selects a doll for two cents, hands the store-keeper five, and receives the right change. This of course is especially beneficial, as they can then detect each other's mistakes. After the store-keeping is ended, practical examples are given, viz.:

"Mamie had a dime to spend. She bought oranges for two cents each, how many did she buy?"

"Clara buys a toy for three cents, and gives Willie five cents. How much change should he give her?"

"If one whip costs five cents, what will two whips cost?"

The new pupils enjoy an exercise with little four-inch rulers. Some dozen children are placed in two rows, facing each other, and each is given four rulers. Then the exercise begins.

"This line may cross to the opposite one and each of you give up half of your rulers."

The line crosses.

"How many did you give?"

"How many are left?"

"Now all cross again and give half of what you have."

"How many did you give first?"

"How many did you give now?"

"Two and one are how many?"

At another table a group of little ones are going fishing. Each has a little rod with string end hook attached, and the "fish" are small weights which are numbered to represent pounds, and so arranged that they can be lifted by the hooks. Each one adds at the board what he has caught, and then there is a chance for practical questions.

"How many pounds of fish did Charlie catch?"

"Fifteen."

"How many did Artie catch?"

"Eleven."

"How many more pounds did Charlie catch than Artie?"

The game of ten-pins is another pleasant way to get them to count accurately, and to help the duller ones in the class. One rolls the balls while another scores at the board, and in this way both are performing the operations of addition and subtraction.

Sadie rolls the ball and knocks down three pins. Arthur, at the board, puts it down. At the next stroke she knocks down two, then four, and one is left standing. Arthur finds that three and two and four make nine, therefore nine from ten (the original number), leaves one, and the pupils see that this is the case, because one is left standing.

Harry now rolls the ball, the pins being again set up, and knocks down four of them. The teacher asks him how many are down, which he readily answers, but being a dull child he cannot reply to the question, "How many are left standing?" so he is at once sent to ascertain by actual count.

It is comparatively smooth sailing so long as whole numbers are dealt with, but when it comes to halves, especially of the odd numbers, there is sure to be some trouble.

The teacher of this class has invented an ingenious way of picturing to the children the halves of all numbers up to fifteen. A pyramid of apples is drawn, having fifteen in the row at the base, fourteen in the next, and so on, to one, which is at the apex of the pyramid. The line divides all the numbers into halves, thus one-half of one is one-half, one-half of two is one, one-half of three is one and a-half, and so on, to fifteen. This picture is always on the board for the children to look at, and whenever they are in doubt they are sent to it to ascertain experimentally the right answer to the question.



Another pyramid, this time inverted for the sake of variety, is placed on the board, to illustrate the number of halves in any number up to fifteen.

By reference to this figure, the children can at once tell how many halves are in one, or three, or any number.

"If there are two halves in one, and two is twice as many as one, there will be twice as many halves in two, or four halves." By actual count they can prove this statement, which would otherwise be so hard for many to understand.

*Observed in the Summer Avenue Public School, Newark N. J.

WHAT A SENSITIVE LEAF TEACHES.

Place pieces of gelatinized paper on the palms of the pupils' hands. They will regard the curling and writhing of the paper with great curiosity.



QUESTION.—If a board is left lying in the sun what is the result? Which side of the board is the larger, the moist or the dry? Have pupils name other things that they have noticed to become larger and thicker when moist. This little leaf very rapidly absorbs moisture. When we lay it on our hands, one side of the leaf takes in water; which side will swell then? It is now rolled up from the hand, how can we make it straight again?

CONCLUSIONS.—1. Moisture causes expansion.

2. Warping is caused because one part of an article absorbs moisture more rapidly than another part, or because one part contains more water than other parts.

DIVIDING A GRADE.

I tried once, and only once, to have an entire grade of seventy pupils take part in a reading exercise. The results were: for fifteen minutes a lively interest, then came lack of interest, weariness, restlessness, and mischief.

One little fellow had been trying very hard to keep his eyes on the page. He raised his hand now and said: "I can draw a clock—a nice one." "Well, by-and-by, but now we must listen to the reading." He ventured to add, in rather a piteous voice: "I've read."

I went on with the reading, but the words: "I can draw a clock," seemed to ring in my ears, and it gave me the clue. Henceforth all the children should be busily employed, and no lesson should be continued until interest lagged. To accomplish this, I divided the class into sections; having at least three-fourths of the class busy with some work while my attention was given to those reciting. While I am busy with fifteen boys, fifteen others are weaving splints, and fifteen more matching colors, and putting in piles all that are alike.

Making original designs out of angles, or triangles, is one of the favorite kinds of busy work. Each boy has made six of each kind of angles and triangles out of pasteboard. By placing these, they make original designs and then draw them. The best specimens, I have them copy on paper, and I preserve those in the class scrap-book.

When I am sorely tempted to give them a large intellectual dose, my first day's bitter experience rises before me—and I let them make a clock.

MARY M. NICKERSON.

A LESSON ON THE ADVERB.

The boy ran. The boy then ran. The boy then ran quickly.

The boy then ran very quickly.

The child is good. The child is exceedingly good.

Question pupils on use and meaning of words in italic. Quick, quickly; moderate, moderately; good, well; one, once.

CLASSIFICATION OF ADVERBS.

| Kind. | Examples. |
|--------------------------------------|-----------------------|
| Time | Now, then, yesterday. |
| Place | Here, there. |
| Manner | Quick, well. |
| Degree | More, most, very. |
| Number | Once, twice. |
| Measure | Much enough. |
| Doubt | Perhaps. |
| Affirmation | Verily, truly, yea. |
| Negative | Not, never. |
| Quickly, more quickly, most quickly. | |
| Very, more, most. | |
| Well, better, best. | |

USE.—By the successive additions of words, as *then*, *quickly*, show that the *verb* is modified in its meaning. In the last sentence show that the *adverb* modifies the meaning of adverbs (as in the case of *very*), and also of adjectives, as in the case of *exceedingly*.

We are ready now for the definition of the adverb, which should be given by one of the children.

Next proceed to the formation of adverbs showing that generally they are formed from adjectives by adding *ly*, but some take a separate word as, *well*.

Then observe the various kinds of modification, e. g., as to time, place, etc.

Next we observe that adverbs have degrees, but that generally the comparative and superlative are respectively formed by prefixing *more* for the comparative and *most* for the superlative. A few, such as *well*, *little*, are formed irregularly.

OBSERVATION AND LANGUAGE.

I found the pictures given in modern text-books an aid in cultivating the observation of young pupils and also in giving valuable exercise in language. It is a form of object teaching that makes language work especially attractive to pupils of foreign birth. By means of the pictures they can be led to talk and write with interest. One of my pupils, a boy who was born in Germany, and attended school there, came to me for the first time about two years ago, hardly able to speak a word of English. The following is an example of his work in observation and language to-day, sent without correction:

A dog is tied on a little house where he stays in. I see eight little chickens looking for something to eat. The cat is eating something out of a pan. A woman has just done milking the cow and she is going to open the gate to go in the house. Some hay is sticking out of the hay barn. I see a little gate and a big tree is standing in side of it. Some birds are flying on the tree. A tree is inside of the barn yard. When they give the cow water they get it from the pump. Some stones are around the pump. A stone wall is built side of the barn. Many trees are around the barn. When they want a drink of water they go to the pump.

JOHN REITZ EVER.

Baltimore Co., Md. Teacher.—Robert Andrews.

HOW WATER CHANGES.

Tell me how water changes? What changes it? The cold changes water into ice. (If possible, ice should be shown.) What does the ice look like? It is clear, like glass, and breaks easily. What do we call things that are hard, and break so easily? We say they are brittle. Name other brittle things. I put a piece of ice into this empty kettle, and place it on the lamp. What has happened to the ice? It has melted. But what has been done to it? It has been warmed. What has warmed it? The flame. Heat, then, has passed into the ice, and changed it into water.

How else is water changed? What will happen if I place this kettle of cold water on the lamp or fire? The water will get warm. What is this coming out of the spout? What is its color? Where is it going? What causes the steam? Yes; the heat from the lamp or fire passes through the kettle, warms the water, and changes it into steam. What is steam? Steam is water with

heat in it. Steam, as well as ice, is only water changed. What will happen if I keep this water boiling a long time? It will boil away. What will become of it? It will change into steam. Can you tell me how to change steam into water? Look at this slate. It is cold and dry, but, as I hold it in front of the spout, the steam makes it wet, and drops of water trickle down on to the floor. How can steam be changed into water? By making it cold. Clouds are great masses of steam held up by the air. But where does all the steam come from to make the clouds? Where does the heat come from to warm the water? But how is the steam in the clouds changed into rain? What happened when I put the cold slate in the steam? So when a cloud is made cold by the air, it bursts and falls down as rain-drops. Sometimes these drops get frozen as they fall. We call them hail. When the clouds get very, very cold, the steam freezes and fall as snow.

Water then is changed by cold into ice; and by heat into steam which forms clouds, rain, hail, and snow.

BOTANY IN THE PRIMARY.

I use such leaves and flowers as the children bring me, often replacing a prepared lesson by an impromptu one; and some of my most satisfactory results have been obtained just by seizing the occasion presented when some child brought in leaves or flowers in which I knew they would all be interested. During the spring months, I seldom lack suitable material from which to choose. I purposely use common flowers that the children may re-examine for themselves outside of school. And when I find my table covered with the leaves or blossoms which we have studied the previous day, I am well pleased.

PLAN.—The following is the plan of the lesson.

1. Have Pupils recall and restate what they have previously learned of the cherry blossom.
2. Put blossoms of flowering quince, or some other simple flower, in their hands and let them discover unaided what they will.
3. Lead them by questions, and hints, if necessary, to see things they have failed to see and which a little help will enable them to discover.
4. Lead them to compare different blossoms, noting obvious resemblances and differences.
5. Have them make drawings of petals and stamens of blossoms examined.

MENTAL CONCENTRATION.

In business transactions the ability to retain and repeat, or write down accurately, numbers as called off by others, is a valuable acquisition.

At any convenient interval occurring between more regular school exercises, I would call some pupil of inattentive habits to come to my desk and read a number consisting of four or five figures written on paper or slate, as 75486, and then go to the blackboard and reproduce them in order. If he succeeds, I would increase the number of figures, and also write two or more numbers of six or more figures each; other pupils to be served in a similar way, as opportunity may offer.

The exercise will soon become so attractive, especially as the ability of the pupil to carry long numbers "in his head" increases, the pupils will like to play it as a game, winning or losing according to close mental effort, and soon the champion figure-writer will figure as the "head boy" of the school in hard work.

Teachers seeking a pleasant way to accomplish a desirable object, will do well to introduce some such "single skull" races. —DR. N. B. WEBSTER.

OUTLINE FOR COMPOSITIONS.

ADVANCED.

| Purpose. | Appearance. | Parts. |
|----------------|------------------------|------------------------|
| Kind. | Composition. | (Description of each.) |
| Cost. | Office. | Use. |
| Construction. | Circulation. | Diseases. |
| Operation. | Diseases. | Care. |
| Appearance. | Parts. | |
| Origin. | (Description of each.) | |
| Office. | Use. | |
| Distribution. | Diseases. | |
| Storms. | Care. | |
| Drought. | | |
| Shape. | Growth. | |
| Color. | Care. | |
| Position. | Fruit. | |
| Cause. | Kind. | |
| Secondary bow. | Uses. | |
| | Distribution. | |

GENERAL EXERCISES.

LITTLE RED RIDING-HOOD.

A CHILDREN'S PLAY.

Characters and Costumes.

RED RIDING-HOOD.—Red-hooded cloak, light blue dress, white stockings, and low shoes; carrying basket covered with white cloth—out of which some jars or bottles protrude—in one hand, and some flowers in the other.

WOLF.—Wolf's head mask, brown fur tippet; dark suit and brown gloves; also, for last act, an old-fashioned night-dress and night-cap. Should speak harshly, slowly, but very distinctly, or else the words will be muffled by the mask.

FAIRY.—Gilt coronet of gold or silver, long, wavy hair, light, muslin dress, looped up with roses, white stockings, low shoes, with rosettes on toes, and holding silver-gilt wand with bright star on top in her hand.

WOODSMAN.—Coarse trousers and waistcoat, heavy boots, shirt-sleeves rolled above elbows, coarse or leathern apron, cap on head, long beard, or thick whiskers, and bearing pasteboard axe across his shoulders.

ACT I.

SCENE I.—A Forest Glade.

Enter WOLF, who says:

Oh, I'm a wolf! So I must eat
Or starve until I die.
Where shall I find some tender meat
Gaunt hunger to defy?

Ha, ha, there lives a little girl
Just outside of this wood,
With bright blue eyes and hair in curl,
Known as Red Riding-hood.

Enter FAIRY, unseen of WOLF.

I'll stay about the place, and watch
Red Riding-hood to take;
And, should I chance the maid to catch,
A meal of her I'll make.

FAIRY comes in front of WOLF, and cries,
I'll guard that pretty little maid,
And keep her safe from ill;
So, sir, of me just be afraid
Ere Riding-hood you kill.

WOLF angrily exclaims:

Who cares for you? I'm hungry now,
And starving for some meat.
Before to-morrow night, I vow
Red Riding-hood to eat.

FAIRY threateningly says:

Then, Mr. Wolf, just let me say,
Be careful what you do.
If you touch Riding-hood, that day
Shall be the death of you.

FAIRY lifts wand and stamps her foot; WOLF rushes out howling on one side, while FAIRY sings:

In a cottage near this spot
Lives a happy little child,
And the Wolf shall harm her not
Though he is both fierce and wild;
Friendly fairies watch will keep
O'er the maiden day and night,
Even when she lies asleep
We will have her in our sight.

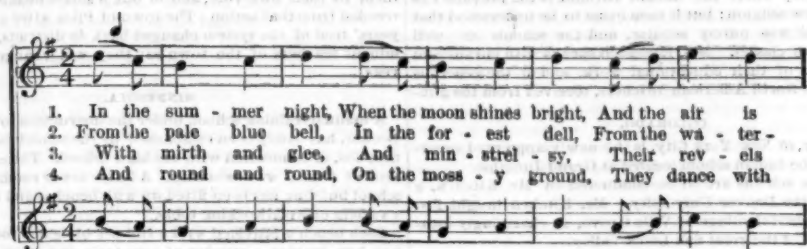
Fairies love all children good,
And this cruel Wolf shall find,
That to sweet Red Riding-hood
We will prove both true and kind;
Though he thinks on her to feed,
Riding-hood has naught to fear,
She shall have a friend in need
Sent her by the fairies dear.

La, la, la, we fairies gay
Love amid the trees to sing;
La, la, la, each summer day
Dancing in a merry ring;
La, la, la, la, la, la, la,
We will save Red Riding-hood.
La, la, la, la, la, la, la,
From the Wolf within the wood.

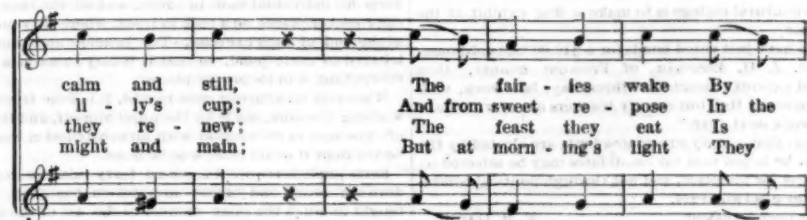
SCENE II.—The same, with flowers strewn about.

Enter RIDING-HOOD with basket, sets it down and picks

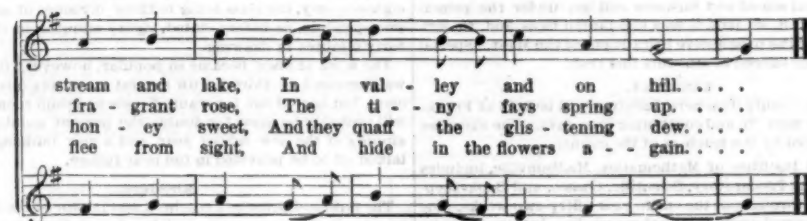
flowers, saying:
I'm a little woodland maiden,
Happy, gay, with naught to fear,
And I come with basket laden
For my grandma's so dear.



1. In the sum - mer night, When the moon shines bright, And the air is
2. From the pale blue bell, In the for - est dell, From the wa - ter -
3. With mirth and glee, And min - strel - sy, Their rev - els
4. And round and round, On the moss - y ground, They dance with



calm and still, The fair - ies wake By
ill - ly's cup; And from sweet re - pose In the
they re - new; The feast they eat Is
might and main; But at morn - ing's light They



stream and lake, In val - ley and on hill. . .
fra - grant rose, The ti - ny fays spring up. . .
hon - ey sweet, And they quaff the gis - tening dew. . .
flee from sight, And hide in the flowers a - gain. . .

The above song is taken from "The Normal Music Course," Second Reader, by permission of the Publishers, Silver, Rogers & Co., Boston, Mass.

In my basket I have carried
Food to make her strong and well,
But to-day too long have tarried
Picking flowers within this dell.

'Mid the trees I now will hurry,
As dear grandma waits for me,
And I know she'll surely worry
Till my red cloak she can see.

Enter WOLF.

Oh, here comes a horrid creature!
Will he hurt a little girl?
Fierce he looks in every feature.
Oh, my brain is in a whirl!

WOLF says, in gay tones:

Hallo, my pretty little dear,
With cloak and flowers gay,
Whatever are you doing here?
Come, tell me, now I pray.

RIDING-HOOD tremblingly answers:

Oh, please, sir, I am taking food
Unto my grandma dear.
Her cottage stands within this wood,
And she's no neighbors near.

Sound of axe a little distance off.

Just listen. There's my father dear,
Who is a woodsman brave,
He knows I'm come away from home
My grandma's life to save.

WOLF, drawing back in alarm, says:

Good little maid, your basket take,
To granny, old and gray.
Yes, much I hope, for your sweet sake,
She'll better be to-day.

RIDING-HOOD, picking up basket, joyfully cries:

Oh, thank you, sir. You're very kind.
I'll hasten through the wood.
My grandma will be pleased to find
Fresh flowers and wholesome food.

[Exit RIDING-HOOD.]

WOLF remains, and savagely says:

I'm cheated of my meal just now,
Because that man's about;
But through the forest I will go
And find that cottage out.

I'll kill old granny when inside,
And quickly gobble up her;
Then, for Red Riding-hood abide,
And eat the maid for supper.

Enter FAIRY, unseen by WOLF.

Good-bye, here's off to granny's cot
To kill the maiden tender;
And when within my claws she's got,
What fairy can defend her? *[Exit WOLF.]*

FAIRY comes forward and exclaims:

Ah, Wolf, so greedy and so sly,
I heard what you should say.
Perhaps you think, old Wolf, that I
Am very far away.

I'll quickly run to yonder tree,
And tell the woodsman there,
How the great Wolf has sworn that he
Will eat the maiden dear.

Her father then, with axe in hand,
Unto the cot will go;
Before that horrid creature stand,
Then kill him at a blow.

ACT II.

SCENE, Interior of Cottage.

WOLF discovered at bedside with night-gown and night-cap beside him; he says:

Ah, ha, I feel much better now
I've eaten granny up;
Although, I really must allow,
She proved quite tough to sup.

I quickly made of her an end.
She was but bones and skin.
Now to fresh business I'll attend
Red Riding-hood to win.

WOLF, having put on gown and cap, gets into bed and covers himself up, then says:

Oh, my, I really look quite well.
This suits me to a T.
Red Riding-hood can never tell
Her grandmama's not me.

Hush! Here she comes. I hear her feet
Light tripping o'er the ground.
I'll drop off in a slumber sweet,
And snore both loud and sound.

Sound of RIDING-HOOD's steps; knock at door; RIDING-HOOD comes in and exclaims:

Dear grandma, how are you to-day?
In bed, and fast asleep!
I never heard you snore that way.
Just let me take a peep.

RIDING-HOOD sets down basket, looks at bed, then, seeing the WOLF, cries:

Oh, goodness, what's the matter here?
Dear me, how great a change.
Grandma, my own sweet grandma, dear,
What makes you look so strange?

WOLF slowly replies:

Red Riding-hood I'm very ill,
Come closer, there's a pet.
Each day I'm growing weaker still,
And deader seem to get.

RIDING-HOOD responds:

How gruff your talking seems to me.
Your eyes look large and wild.
And two great shaggy ears I see.
You frighten your grandchild.

Your thin, white face is changed to brown.
Your nose is long and red.
How monstrous, too, your mouth has grown
Since lying there abed?

WOLF slowly returns.

Dear child, disease has made this change
Upon my aged frame;
But do not think me very strange,
I'm gran ma all the same.

My mouth is large to swallow well
All sorts of tender meat.
My teeth are sharp yourself to kill,
For you I mean to eat.

WOLF jumps out of bed, and runs after RIDING-HOOD. In come WOODSMAN and FAIRY. WOODSMAN faces the WOLF, while RIDING-HOOD rushes up to FAIRY and stands beside her. WOODSMAN, holding axe uplifted, says:

Stand, wretch, who wouldst have killed my
child;
Thy dying moment's near.
For food was naught within this wild
But my sweet daughter dear?

FAIRY, holding RIDING-HOOD's hand, cries:

Now, horrid monster, death you'll know.
You're caught in your own toil.
Said I, not very long ago,
Your wickedness I'd foil?

WOODSMAN strikes WOLF, who falls down with a loud howl. FAIRY, stepping forward, holding RIDING-HOOD's hand, says:

Now listen, sweet Red Riding-hood,
To these few words I say,
The fairies watch all children good
To guard them night and day.

In future, good and gentle be,
As doth a child become.
Then naught but friends around you'll see
Wherever you may roam.

RIDING-HOOD passes over to her father's side. WOODSMAN, taking off his cap, answers:

Thanks, gentle Fairy, for your aid,
This savage Wolf to kill;
Be sure myself and little maid
Forget you never will.

RIDING-HOOD, courtesying, says:

Accept my thanks, O Fairy dear,
For helping me in need,
To every one it must be clear
You are a friend indeed.

The lesson, too, my friends will learn
From your life-saving deed,
Is, do to others a good turn
Then you'll be helped in need.

THINGS OF TO-DAY.

About 25,000 men took part in the parade in New York on Labor Day.

A theatre at Exeter, England, was burned, and over one hundred and fifty people lost their lives.

The trouble with Colorow is said to have been due to the failure of the Indian department to keep the Utes on their reservation.

Samuel Spencer, it is said, has been selected to succeed Robert Garrett as president of the Baltimore & Ohio Railroad Company.

Nearly 5,000 physicians attended the International Medical Congress at Washington, D. C.

A movement is on foot in San Francisco to secure by popular subscription a fund for the preservation and reconstruction of the "Hartford," Admiral Farragut's famous flagship.

Heavy sales have lately prevailed on the ocean. The Belfast bark, "Star of Scotia," was wrecked on the Falkland Islands. Several lives were lost, and the survivors suffered untold hardships.

The Bulgarian minister has warned Russia not to interfere with Ferdinand's affairs.

Enterprising Americans propose to start an illustrated afternoon newspaper in London.

It is reported that Jay Gould is negotiating for the purchase of the Commercial Cable.

The Chinese government has recently made important concessions to banking and telephone companies in that empire that are conducted by Americans.

The assets of Henry S. Ives & Co., the New York brokers, amount to \$11,122,016.74, and the liabilities to \$17,666,175.16, leaving a deficit of \$6,544,158.42.

Thousands of miners are on strike in the coal regions of Pennsylvania.

President Cleveland, Secretary Fairchild, and Mr. Carlisle have held a consultation over plans for the reduction of the treasury surplus.

The investigation of the Castle Garden management has resulted in some needed reforms there.

Two hundred houses have been burned at Veszprem, Hungary.

A tornado near Toledo, Ohio, overturned trees, unroofed houses and barns, and did other damage amounting to thousands of dollars.

Many American scientists took a prominent part in the deliberations of the British Association at Manchester, England.

FACT AND RUMOR.

Prof. J. M. Hoppin, of Yale College, will go to Europe for six months to study art.

The most ambitious and precocious editor in the country is Frank Pilson, of Washington, aged thirteen years. His paper is a monthly, entitled, *Universal Knowledge*.

Mrs. Ella Wheeler Wilcox and her husband will spend the winter in New York, having secured a flat in West Sixtieth Street.

The late Dr. Wolsey Johnson was the great grandson of Dr. Samuel Johnson, the first president of Columbia College, whose son, William Samuel Johnson, was one of the ratifiers of the Constitution of the United States. The family is remarkable for the number of distinguished college presidents closely related to it, there being nine, among whom are the two Johnsons, Jonathan Edwards, Aaron Burr, President Dwight and Woolsey, of Yale, and Gilman, of Johns Hopkins University.

It is proposed to mark the public sense of the value of Dr. Mark Hopkins as a teacher by an endowment of \$150,000 for Williams College.

Among the students at Johns Hopkins University are ten from Canada, five from Japan, and one each from England, Italy, and China.

Women make the best averages in the civil service examinations for promotion in the war department.

Prof. Geo. E. Little, of Washington, D. C., whose drawing exercises have appeared in the JOURNAL at different times, has prepared a new edition of his "Hand Book on Illustrative Drawing."

Some unpublished letters from Luther to Breun, and five from Melancthon to the Swabian reformer Lachmann, have been found in an old desk in a school at Heilbronn.

The buildings of Senator Stanford's California University will be grouped in a quadrangle. They will be Moorish in design, and will be constructed of California sandstone.

Miss Alice Jordan, LL.B., of Yale, was recently made a member of the bar of the Superior Court of Michigan.

By an understanding with the Union Theological Seminary, Rev. Dr. Shaufler, of the City Mission, New York, takes charge of between fifty and sixty of the students in evangelistic work in the city, and will supervise and direct their labors.

The late ex-President Mark Hopkins bequeathed \$2,000 to the American Board of Foreign Missions, and \$2,000 to Williams College.

Henry Clarise, of Chicago, Ill., is the author of "Amateur Art," a volume that will speak for itself, for it is replete with information for the artist.

Chancellor Andrew Allison, a Harvard graduate, has been elected to a Vanderbilt professorship.

Miss Helen Gladstone, favorite daughter of the greatest English statesman, is principal of Hownam Ladies' College, near Cambridge.

About eighty years ago, society in Turkey forbade women to earn to read. The Sultan has now started schools for women—where what Christianity is doing. Gen. Lew Wallace, of Ben Hur fame, is the action of the almost Christian man.

Prof. A. Cassia wants girls to colleges used for enlarging salaries of professors—a very wise suggestion.

Dyspepsia does not get well of itself. Hood's Sassaaparilla cures the most severe cases.

EDUCATIONAL NOTES.

ARGENTINE REPUBLIC.

Mrs. S. C. Eccleston, who returned recently to the Argentine Republic, is one of the sixteen women teachers who went from this country about four years ago at the urgent request of the Argentine Minister of Education, and were placed in charge of public schools in the several provinces. The fact that all were Protestants caused them to be regarded with some suspicion at first in a country where the Roman Catholic is the prevalent as well as the state religion; but it soon came to be understood that their teaching was purely secular, and the schools are well attended by all classes. Mrs. Eccleston speaks with enthusiasm of the success of their educational work, and of the generous treatment the North American teachers, received from the government.

COLORADO.

P. E. Torpey, of New York City, is the newly-appointed superintendent of the Indian school located at Grand Junction.

The Alamosa schools are to be conducted by Mr. Kitchen, a graduate of the Denver University. Mr. Kitchen taught last year in the beautiful village of Villa Grove, so charmingly located at the head of the great San Louis Valley.

C. H. Frowie has abandoned newspaper work to take charge of the Manitou schools.

The state agricultural college is to make a fine exhibit at the Pueblo state fair.

Akron people have just voted bonds for a \$10,000 school-house. County Supt. J. H. Freeman, of Fremont county, thus writes: "I held a county association three days last week, with encouraging success. Half our county teachers are new. I have hope of good work next year."

This is the year that county superintendents are elected by the people. It is to be hoped that the candidates may be selected on account of fitness for the place, and not through political combinations. The term is two years.

Pueblo. State Correspondent.

F. B. GAULT.

KANSAS.

Harper normal school and business college, under the principalship of Prof. R. W. Ball, is on a substantial basis, and, though young, is one of the progressive institutions of the West. Special inducements are offered to students this year.

KENTUCKY.

The Franklin County Teachers' Institute will be held at Frankfort, beginning Sept. 27, and continuing four days. The exercises will be conducted by the teachers of the county.

The National Institute of Mathematics, Madisonville, includes four courses, the Preparatory, Scientific, Classic, and Book-keeping. It is open throughout the entire year—fifty-two weeks, new classes being formed every two or three weeks. It thus offers its advantages to a large class. One characteristic of this excellent institution is the one-study plan, only one study being pursued at a time instead of the usual five or six branches.

Geo. H. Tingley, present superintendent of public instruction in the city of Louisville, has held that office for twenty-five consecutive years.

Mrs. Anna Elizabeth Duval nee Elliott is the oldest living teacher in the city of Louisville, having graduated at Science Hill, Shelby county, under the care of Mrs. Julia Lewis. Miss Elliott began teaching in Louisville in 1836.

Prof. Allen, formerly of the Kentucky military institute, has opened a school for boys at his lovely home, about four miles from the city of Louisville.

Prof. Cully, author of Cully's Grammar, is still living at Paducah. Although his hair and beard are white with the frost of age, his very effort is bent toward instructing the young.

Prof. Maurice Kirby, formerly of Lexington, Va., now of Kentucky, is much improved after the summer rest, which he greatly needed. No man is possessed of a finer mind or better memory than he, a command of language rarely found, and a strict discipline well fits him to fill the position of principal of a male high school.

IOWA.

Woodbine Normal School and Academy opened Sept. 5. The direct influence of this school is felt throughout the city, the management having entire control of the instruction in the public schools of the city. Every student in the normal department will, at the proper stage of his advancement, be required to give instruction in the several departments of the public schools, under the immediate guidance of the professor in charge of the study to be taught. Thus every normal student who takes this course of study will go away thoroughly instructed and trained in the methods and practices of teaching.

Linn county normal institute was held at Marion, Aug. 15-26. A large and able corps of instructors had charge of the instruction. The course covered methods in every subject of every grade of the public school.

MAINE.

Work is progressing favorably upon the new building for the departments of agriculture and natural history at the state college, Orono. The building is to be an elegant three-story structure of brick with free-stone trimmings, and is to be completed in April, 1888. The legislature at its last session appropriated \$25,000 for this purpose. The first story is to contain the library, agricultural, and physical laboratory, and recitation rooms. On the second floor will be the herbarium, mineralogical, and geological cabinets, and recitation rooms for natural sciences, and on the third floor a large assembly room.

Besides the new building, extensive improvements have been made on the college grounds and buildings during the summer, including a water supply and a complete system of sewerage. The college curriculum has been rearranged with the requirements for admission considerably advanced, the change to take place in 1888, when the new building is ready for occupancy. Prof. Harvey, of the department of natural history, has recently secured by purchase a valuable collection of birds and animals. Since the passage of Maine's free high school law, many of the schools which were once in a flourishing condition have been allowed to decline. Among them was the Académie. With a favorable location and good buildings, some of the friends de-

sided last year to make an attempt to revive its work, and as a result of their efforts, there is now a flourishing school of 130 pupils, with five competent teachers, under the principalship of F. A. Spratt, A. B. Another academy that has recently been revived is that at Monson, Edgar H. Crosby, principal.

A prominent topic of discussion at educational meetings for several years has been the substitution of the "town" for the "district" system of schools. Repeated efforts have been made to abolish districts by legislative enactment, but as yet unsuccessfully, although the friends of the measure show more strength at each session. About one-fourth of the towns have abolished them by their own vote, and in but a single instance have they receded from that action. The town of Pilio, after a two or three years' trial of the system changed back to districts, but the prominent teachers of the town say they will change again next year.

MINNESOTA.

A manual training school, under the instruction of Prof. F. W. Decker, has lately been established by the school board of Minneapolis, in connection with the high school. The course for the present time is woodworking. A large lower room of the high school building has been fitted up with benches and drawers, and a variety of woodworking tools.

Each bench is provided with a full set of bench tools, and each boy has, besides, a number of edge tools and a drawer in which to keep them locked when not in use. Each boy is required to keep his individual tools in order, and all the bench tools have their proper places on a rack in front, where they must be placed at the end of each exercise. The benches and bench tools are lettered to correspond, so that it is easy to see at a glance that everything is in its proper place.

Whenever an article is constructed, it is done from an accurate working drawing, made by the pupil himself, and thus the value of drawings, in connection with all construction work, is taught better than it could otherwise be done.

Each pupil is required to spend forty minutes per day in the drawing room and eighty minutes in the shop. Drawing is taught in much the same manner as the use of the tools just described, and it is found that the two branches of work go very nicely together. It was first planned to provide for a class of eighteen only, the class being in three divisions of six, each division spending, as before stated, eighty minutes in the shop and forty minutes in drawing.

The work at once became so popular, however, that the limit was increased to thirty, with several more anxious to join the class, but barred out for want of tools and shop room. Provision will probably be made for double the present number at the beginning of the new school year, and a new building is already talked of to be provided in the near future.

MISSOURI.

The duties of principal, teachers, and janitor of the Neosho public schools are very clearly and briefly set forth in a neat little pamphlet. A course of study for the primary, intermediate, and high schools has been carefully laid out. It seems to have retained all that was valuable in the old, and accepted whatever was good in the new.

Greene County Teachers' Institute was held at Springfield, August 29-Sept. 2.

NEW YORK.

Prof. John O'Keefe, formerly principal of the L. wiston public school, and for the past year an attendant at Mt. Union College, Ohio, spent a part of his vacation with friends at Lewiston and vicinity.

Prof. W. L. Cas, another of Lewiston's principals, has gone to Mt. Union with Mr. O'Keefe, to attend college the coming year.

Miss Anna Hayward has resigned her position as preceptress of Wilson union school, to accept a more lucrative position as assistant in Lockport union school. Miss Hayward, who is a graduate from the Lockport union school, is a thorough scholar, and an excellent teacher.

Ridge Road.

E. C. TOWNSEND.

OHIO.

During the recent meeting of the Wayne county teachers' institute, the following excellent advice was given by Dr. Eversole in his lecture on Theory and Practice:

"The best disciplinarian talks very little about order, but takes it as a matter of course that he must have order. Look ahead to see the results before acting; do not worry about any difficulties, but study how best to overcome them. The most severe punishments are those administered in kindness. Do not refer to natural defects. Never strike a child with the hand. Do nothing that will encroach upon his personal dignity. Do not scold. Do not refuse and then permit. Do not lay down unnecessary rules. Do not lay down any rule without having it understood that a punishment will follow its violation. All punishment should be in proportion to the offense."

PENNSYLVANIA.

Prof. Aaron Sheeby, of Gettysburg, has been elected by a large majority to his eighth term as county superintendent of the public schools of Adams county. By his diligent watchfulness over the schools of the county, and his courtesy towards teachers and directors, he has won for himself an enviable position among the people of Adams county.

Prof. Calvin Hamilton has been re-elected to the principalship of the public schools of Gettysburg, at a salary of \$75 per month.

Prof. H. C. Branneman, late assistant principal of the high school of York, has been elected to the superintendency of the public schools of York county, at a salary of \$1,800 per year.

Prof. R. L. Myers, recently elected to the principalship of the schools of Mercersburg, has resigned his position there, and accepted the position of principal of the schools of Wiconisco, Dauphin county, at a salary of \$80 per month.

Prof. J. Louis Luhrs has been elected principal of the public schools of Hanover, at a salary of \$1,100 per year.

E. L. BRANNEMAN.

VIRGINIA.

Rev. George C. Bunker, of Accomack County, has been elected Principal of the Academy at La Grange, North Carolina. President W. W. Smith, of Randolph Mason College at Ashland, has been spending several weeks in the mountains of Bedford

County, and with a party of friends ascended the Peak of Otter, one of the highest points in the Blue Ridge.

Major W. Gordon McCabe, Head Master of the University School in Petersburg, who has been spending his summer vacation in Europe, is expected home early next week.

Prof. C. H. Winston, of Richmond College, is contributing a series of interesting and valuable articles to the *Richmond Daily Dispatch*, on the subject of artesian wells, explaining among other things why the water in artesian wells near the sea-coast rises and falls with the tides.

Virginia is entitled to fourteen Peabody scholarships in the Normal College at Nashville, Tennessee. Eight of these scholarships became vacant last June by reason of the fact that that number of Virginia students graduated at that time. In the examinations recently held to fill these vacancies, the following were the successful contestants: Susie M. Baker, Gordonsville; John W. Bowman, Front Royal; Christie M. Brightwell, Lynchburg; John T. De Bell, Centerville; Mary S. Keeney, Rocky Mount; Oscar L. Kennedy, Orange Court House; William R. Orndorff, Strasburg; Ashley P. Vaughan, Petersburg. There were twenty-three applicants for these scholarships. Besides the eight successful applicants there were others whose papers evinced high merit. Applicants for these vacancies were examined at the Peabody Summer Institutes recently held at Farmville, Fredericksburg, Petersburg and Strasburg.

Onancock.

FRANK P. BRENT.

The total number of students enrolled at Roanoke College during the last session was 141, from eleven states, two territories, and Mexico. The distribution by classes was as follows: Seniors, 16; Juniors, 15; Sophomores, 22; Freshmen, 27; Sub-Freshmen, 41; Partial and Business Course, 20. In the number of students enrolled in Virginia colleges, Roanoke is outranked by only two—the University of Virginia, which gives free tuition to academic students from the state, and Richmond College, which has a large local patronage from the city of Richmond. The library of Roanoke College has been increased about 500 volumes this year. Both library and reading room has been patronized to an extent hitherto unknown.

BROOKLYN.

The promotion of Assistant Superintendent Maxwell to be Superintendent of Public Instruction in Brooklyn is a good illustration of civil service reform of the right sort, and of a sort unfortunately not often seen in Brooklyn when Democrats are in full authority. Mr. Maxwell has proved faithful and efficient in the lower office, and he will doubtless display the same qualities in the higher.

NEW YORK CITY.

Those who are interested in wild flowers, without being themselves skilled botanists, should make a note of the fact that Mr. E. H. Sterns, 23 Union Square, New York, offers to furnish, without charge, the correct, scientific, and popular names of any plants in flower (or ferns) that may be sent to him.

NEW YORK CITY CORRESPONDENCE.

THE INDUSTRIAL EDUCATIONAL ASSOCIATION.

This week begins a new era in the history of industrial education in New York City. The association that has been laboring so earnestly to make people see the importance and the practicality of industrial education has now established a normal course of instruction for teachers. On Tuesday last, 12 applicants were examined for admission, and on the third Thursday of this month the first term of the college begins.

The members are naturally quite jubilant over their success. "We have shown that industrial education is practicable in large schools," said Miss Burns, in talking of the coming work of the association, "and in doing this we have been obliged to give our whole attention to the manual work, to the exclusion of other necessary processes in an 'all-round' education. We seem to be claiming that industrial training is everything. But we only claim that it is an important factor in education which must not be omitted. Now, we shall go on to show its true place in the primary and grammar school course."

"The kindergarten begins in the right way with the little ones. We shall show how the same methods may be continued up to the high school, instead of being dropped at the door of the primary as they now are."

There will be two departments in the college, a normal and a model, or experimental department, where the pupil-teachers will instruct under the supervision of the faculty.

The industrial course in the model department will be as follows:

For children from five to seven years of age.—Exercises in color, representation of objects by stick laying, drawing, and in clay; use of tools in soft material, clay, etc.; paper-folding and cutting.

For children from seven to ten.—Exercises in color continued; simple design; developing of form in pasteboard, which affords valuable training in the use of pencil, ruler, triangle, and knife, and forms habit of working to nice measurements; representation of objects in drawing and clay.

For children from ten to twelve.—Exercises in color continued; construction, pictorial and decorative drawing; clay modelling; wood carving; use of chisel in soft pine.

From twelve to fourteen.—Industrial drawing, modeling, carpentry, work in color, light and shade.

The college course for male students includes history and science of education; mechanical drawing and wood-working; modeling and industrial art.

For female students the course is the same, with the addition of domestic science, of which Miss Julia H. Oakley is to be the professor.

The association is anxious to make a distinction between manual training and industrial education. Having been obliged to do much of the first in order to get a chance to do the second, it has been liable to misapprehension on this point.

Cooking, sewing, and occupations, the association has regarded

as belonging properly to the technical school, which should follow the primary and grammar. The course in these should include a general preparation for any branch which may be chosen afterwards, and should, therefore, be the same for boys and girls.

Cooking does not seem to be appropriate for boys, nor carpentry for girls, and if the separation is made, there is lost at once the advantages gained by co-education. There is a certain educational value to a boy in learning to handle a needle, and to a girl in acquiring the use of tools, but the same end may be gained from drawing, modeling, and wood-work, which are equally appropriate to boys and girls, and which lay a foundation for all kinds of industrial work.

On the other side it is argued that there is great necessity for teaching the principles of cookery to girls, especially of the poorer classes, and that this may be so taught as to give educational training at the same time.

For instance, a girl may be told to put such and such ingredients together in such and such proportions, and subject it to certain defined processes. The product is a loaf of bread, but the girl has learned nothing except how to make it. This process is rote-teaching, just as bad as rote-teaching in text-book studies.

But if, instead of this, she be directed to break a yeast cake in three pieces, pour hot water on one, ice-cold water on another, and tepid water on another, to mix each of these with flour separately, and observe the result, she learns something about the nature of yeast. She has learned a principle in cookery, and she has exercised her observation. This is educational.

THE HEBREW TECHNICAL INSTITUTE.

Prof. Leipsaiger, of the Hebrew Technical Institute, is another able exponent of industrial education. The school of which he is director, is only three years old. It is limited to Hebrew children, and is working in a direction entirely apart from the Hebrew's customary calling, which is mercantile instead of mechanical. But notwithstanding all this, it now numbers over one hundred pupils.

The course includes some instruction in the English branches, but necessarily a small proportion. Two hours a day only are given to these; two hours are devoted to drawing; and two to work in wood and iron.

Drawing has its large proportion of time because of its importance in mechanical work. "Drawing is the language of mechanics," Prof. Leipsaiger says. It is the first step in all mechanical constructions.

The course in woodwork comprises joining, carpentry, turning, carving, and pattern-making; in metal work, moulding, and casting, clipping and filing, turning, drilling, and planing.

There is to be added soon a special course in electricity, which, Prof. Leipsaiger says, "is the factor of the age. Twenty years from now we will see wonders of which we do not now dream."

All pupils in this institute receive the same general course of instruction. If toward the end of the third year a boy shows clearly an aptitude for a certain kind of work, he is then allowed to devote his time more especially to that.

"We are still hazy on the industrial question," says Professor Leipsaiger. "We talk and theorize a great deal, and our ideas are far from clear, but we are beginning to see what can be accomplished by it."

"Is your object to fit pupils for certain trades, or to give them a practical education?" was one of the questions asked. "Our object is to educate," was the emphatic answer.

"What is education? It is to fit pupils for life. Nine-tenths of the work done in this world is hand-work, but all of our effort in education, so far, has been to teach people to live without working with their hands. Nature is a better teacher than we are. Children are naturally constructive. They are always eager to make something, if it is nothing more than mud pies. Sometimes they are destructive, but it is only because they want to be constructive. They take a thing apart to see how it is put together. They want to see the wheels go round."

Being asked to explain the part that hand-work had in training the mind, the professor named several important effects:

First.—Hand-work cultivates observation. A boy who has made a casting looks with keener interest upon every piece of similar work ever afterward. He sees more in it.

Second.—It cultivates judgment. One must use a great deal of judgment in shaping a box, or in making a drawing of one.

Third.—It cultivates a taste for exactness, which has a final result in morality. If a boy parses a sentence incorrectly, he forgets all about his mistake in a few minutes; but if he makes an error in a piece of wood-carving, it is there before his eyes where he can not get rid of it. It is an eyesore. It annoys him every time he looks at it.

"But, most of all, industrial work wakes up a boy's mind. A woman came to me the other day with a boy who doesn't get along at all in the public school. He has reached the fifth grade, and there he sticks,—hasn't been promoted in three years. He doesn't take to book-learning, the mother says, but if there is a chair or a table about the house that needs mending, he is eager to do it."

"That boy has sat so long in the public school that he is soddie; he looks stupid; but in two months from now you will hardly know him. Here among the machinery he will begin to have ideas. He will want to do things, and then he will find out that he wants to know things. Books will then have a new meaning to him, for he will go to them for information."

"Here is a boy fourteen years old who has read Benjamin's 'Age of Electricity.'"

"We have no trouble in keeping boys to work here. We sometimes have to hold them back."

"Here is a piece of work done by a boy who was expelled from the public schools (showing a piece of exquisitely carved wood work). He couldn't parse, but he could do that."

"But even if one clings to the old idea that education is gaining knowledge, the industrial method is the best. Instead of trying to give a boy an idea of a cube by making him repeat an elaborate definition, it sets him to work to draw a cube and then to construct it out of pasteboard or wood. By the time he has done this there isn't much about a cube that he doesn't know clearly."

"Again, in studying chemistry or natural philosophy the industrial method is the best way of gaining knowledge. Here for illustration is a boy just completing an electric motor which he

is making to run his sister's sewing-machine. He has worked on it at odd times since the first of August, and has made every part of it himself. The other day he said to me, 'I have learned more about electricity since I have been making this dynamo than I ever knew before.'"

One can hardly believe in hearing Prof. Leipsaiger go on like this that he is in much haste in regard to industrial work. Whether he is or not, any one who is befogged on this important question will get rid of a great deal of haze by visiting the Hebrew Technical Institute.

E. L. BENEDICT.

EDUCATIONAL PROBLEMS.

Discussed before the Social Science Association at Saratoga, at their recent meeting.

THOMAS WENTWORTH HIGGINSON.

He disclaimed any direct connection with the schools of the country, although he said that, like many other Americans, he had performed "the melancholy duties of a member of a board of education." "But," he continued, "I can answer now, as the small boy did who was asked the profession of his father: 'My father was a deacon—I believe he don't do much at it now.'"

"Never, I fancy, has the amount of money given to education been so large; never so well distributed; never were there so many educational appliances. The very position of the teacher is undergoing an elevation. The word educator is superseding the word teacher. The one great difficulty with all our instruction has been that the profession of education has not been recognized."

MANUAL TRAINING.

"The common schools have attracted much attention during the last year, and especially the subject of manual instruction in the schools. My own impression is that any step taken in the direction of industrial training in the schools is a positive loss. When we instruct a child in the schools in any trade we make a mistake. Every parent knows that the senses of a child as well as the intellect should be cultivated. In farming regions a child should be taught all the time, when at the school, to train its mind. It would be absurd to give farmers' boys manual instruction. But when we come to city schools it is a different matter. There a child positively needs manual training."

FREE TEXT-BOOKS.

"When we come to the question of the free supply of school-books, it is a custom we follow in Massachusetts. I am sure that, in the form in which it exists now, its results are unfortunate. It undoubtedly saves money; publishers report a falling off of their sales of books two-thirds. But there are two great defects to the system. It puts the care of the books in the hands of teachers, who already have too much to do, and then the same book is repeatedly used. The book may be infested with disease; but if not, it is frequently soiled. Furthermore, the system deprives the farmer's home and the mechanic's room of the school-books of the children."

HIGHER EDUCATION.

"Now I pass on to the question of higher education. There are two points that have especially attracted attention. I can pass by the higher education of women, as it is dealt with in other papers. In my opinion the problem is settled in the direction of the co-education of the sexes in the same studies. Then there is the elective system. The tendency is in that direction. There is no tendency toward a specific curriculum. The more I see of the elective system the more trust I put in it. I have reached the point even where I distrust the efforts to prescribe a system of instruction for the college men. The best thing that you can do is to give young men and women at college the greatest liberty in selecting their studies."

PROFESSOR E. J. JAMES.

A CRITICISM ON COLLEGE TEACHING.

"It is a fact, I think, which will not be denied by any one who has suffered for four years at the hands of the average college instructor, that much, if not most, of the teaching done in our colleges is of an exceedingly low grade. It will not compare favorably with the teaching in our best preparatory schools, and is certainly far inferior to that performed by the best trained teachers in our elementary public schools. I remember distinctly the sensation of disappointment, almost of disgust, which I experienced on entering Harvard College, to find that the average instructor and professor with whom I came in contact was so decidedly inferior in teaching ability to the better masters whom I had known in the preparatory school."

"The fact is so patent that he who runs may read, that of the twenty-five or thirty men who compose the faculty of our larger colleges, scarcely one-fourth can be reckoned as good teachers, using the word teacher, not in the sense of drill master, but in that wider and truer sense in which Agassiz used it when he signed himself, 'Louis Agassiz, teacher.'"

"One of the most important reasons for this state of things is to be found in an almost total lack of any preparatory instruction in the art and science of education on the part of those who are to fill our academic and college positions. The remedy is to be sought in the establishment of chairs of pedagogy in our colleges and universities."

THE HIGHER EDUCATION OF WOMEN.

Miss ANNIE M. REED, of New York, spoke with special emphasis on primary education. She said on this point:

"Not long ago the preparation of girls for college was the subject of discussion among a number of alumnae from various colleges, and the question arose: 'What can be done for the pupil in school, so that her work may be more rapidly done and school tasks out of school greatly diminished?' I answer: Elevate the position and requirements of primary teachers. Every teacher of young girls moves with minds benumbed by early mechanical drill in subjects half understood, and must first do the work primary instruction should have done—teach the pupil how to study before any progress can be made. Let the brightest minds and the highest culture, special training and unusual aptitude, be devoted to primary teaching; and let the work of a skilled and intelligent educator of young children, be the mother or teacher, take high rank among professions."

BOOK DEPARTMENT.

NEW BOOKS.

INDUSTRIAL EDUCATION: A Guide to Manual Training. By S. G. Love. Superintendent Schools of Jamestown, N. Y. 19 mo., 328 pages, 40 illustrations. \$1.75.

This volume is the result of twelve years of careful thought in the solution of the question, "What Occupation shall be given to the children of our schools in order to educate them?" As superintendent of the Jamestown, N. Y., schools, in which some eighteen hundred pupils are gathered, Prof. Love has had an excellent opportunity to investigate this most important question. He has worked out the problem, not in haste, not to suit some theory, but from the standpoint of practicality. Most teachers who have followed in thought the lead of Froebel in his great departure of furnishing "occupations" for children (and the number is few who have not done so), have been asking what occupations shall we give the first grade? What the second grade? and so on. They will find the questions answered in this volume.

Prof. Love gives, first, his ideas on the subject of Manual Training; he tells us why he introduced it into the Jamestown schools; he gives the course of study and the occupation that is fitted for each grade; he shows how this is introduced; the cost of materials and suggestions as to care of them are also given.

Numerous well-drawn plates illustrate the work of teacher and pupil. It seems to possess all the points of a work that an inexperienced teacher would need who sought to use it in his school.

It seems to be a volume fitted for the common schools, too; that is, for a school that has not funds that may be called upon, should the teacher need them. Prof. Love tells us how he introduced manual training and found the funds himself; that is, the pupils raised the money with which to educate themselves in manual occupations. All this may hardly seem possible, but it shows what can be done by a resolute and spirited teacher. It is interesting reading.

Manual training is bound to come into the schools. For ten years the N. Y. Board of Education staved off the question; at last it has this year introduced it. It will in ten years be in every important school in the country. Even private schools are introducing it.

Hence we believe such a work will be welcomed by the teachers. They have books that deal with the theory of manual training; this will enlighten them in the practice of it. They will find a volume fresh from the hand of a man who has done his work with enthusiasm and love. They will find light in it for their work; it will aid them to advance to higher stages of excellence in teaching.

One of the interesting points in this volume is the attesting of the Knights of Labor to the success of the teaching in the Jamestown schools.

ROUND ABOUT MOSCOW. An Epicurean Journey. By John Bell Bouton. New York: D. Appleton & Co. 421 pp. \$1.50.

This record of "An Epicurean Journey," the author says, is not a place to discuss controverted matters, and his sole aim is to give a fair representation of the country, to which, evidently, he is very partial. Russia is presented in her pleasantest aspect, but the aim is to do her justice, rather than to praise. The journey is a veritable "Round-about journey"—Russia via Paris, Nice, and Italy, over the Alpine passes and through the Rhone valley, arriving at St. Petersburg only in the middle of the book. The book is written in the most attractive, conversational style, and many of the descriptions are beautiful. It is a book full of life-like description—and is the next best thing to going over the ground itself.

JOHN SEVIER AS A COMMONWEALTH BUILDER. By James R. Gilmore. New York: D. Appleton & Co. 321 pp. \$1.50.

This volume may be considered in the light of a sequel to "The Rearguard of the Revolution," by the same author, and the materials of which it is composed, have been, in part, the same as those which composed that work; this volume, however, goes over later ground, more thoroughly tilled. One important and very interesting fact in this volume is, that the traditions gathered, by the author, were obtained from the descendants of the men, or the men themselves, who in their boyhood had personally known Sevier and many of his compatriots. Their accounts were carefully compared by Mr. Gilmore, and as they appear, may be safely accepted as authentic history. The author has also added another interest, when he states that in aiding to an understanding of events, he visited all the principal localities mentioned, and by mingling freely with the descendants of the early settlers, gained much true and valuable information. Of the thirteen chapters of which the book is composed, some of them have an especial interest, and no one perhaps more than the first, showing the actors in the history, why the trans-Alleghany settlers were so different from the early settlers of North Carolina, and how this difference was largely due, to the remarkable character of John Sevier. The volume is full of interest from beginning to end.

THE ORDER OF WORDS IN THE ANCIENT LANGUAGES COMPARED WITH THAT OF THE MODERN LANGUAGES. By Henri Weil. Translated, with Notes and Additions, by Charles Saper, Ph.D. Boston: Ginn & Co., Publishers. 114 pp.

As words are the signs of ideas, to treat of the order of words, is to treat of ideas, and it is proposed in this volume, to show the order in which words or groups of words that are used in the formation of a sentence may properly follow each other. The subject is one that claims a careful attention, as it is of importance. There are three chapters in the book which discuss the following subjects: "The Principle of the Order of Words," "The Relation Between the Order of Words and the Syntactic Form of the Proposition," and "The Relation Between Words and the Rhetorical Accent." Under these subjects a variety of topics are discussed, bearing upon the subject, for instance, we find in chapter first, the syntactic march is not the march of ideas—an attempt to set forth the march of ideas—the pathetic order of words. In chapter second we find, among other topics, the place of the verb, descending and ascending construction, what is the most perfect construction? construction in the free languages. Chapter third, discusses the topics of ascending accentuation, descending accentuation, repose of emphasis, oratorical rhythm, false emphasis. Numerous notes have

been made by the translator, some of which were rendered necessary by the change in the point of view from French to English. The thesis touches upon many points which will be found of great interest to philologists.

THE STORY OF ALEXANDER'S EMPIRE. By Professor John Pentland Mahaffy, D. D. With the Collaboration of Arthur Gilman, M. A. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 313 pp. \$1.50.

The story of the conquests of Alexander is not a new one, for his name is a familiar, household word. But the history of the different parts of the great empire that he founded, how they rose and fell, gained and lost their independence, and were finally absorbed by Rome, is not so familiar. As the story progresses, a deep interest is felt in tracing the progress of disintegration, showing how one ruler was forced to yield to another. The entire story is marked by violent deaths, which show the condition of society at that period. Of the thirty-two chapters in the book, not one is without its own peculiar interest. There are forty-nine illustrations, some of them giving the various battles of that time. There are also three finely prepared maps, representing Greece, with the islands and coast of Asia Minor, Syria and the adjacent lands, and a large one showing Alexander's Empire, line of march, and route of the fleet under Nearchus. The book is beautifully bound, in rich heavy paper with clear, large type.

THE ESSENTIALS OF PERSPECTIVE. With Illustrations Drawn by the Author. By L. W. Miller. New York: Charles Scribner's Sons. 107 pp. \$1.50.

Mr. Miller has given the title, "The Essentials of the Perspective," to this valuable book because it contains as much information about the science of which it treats as the artist or draughtsman has occasion to use under ordinary circumstances. The author does not claim to have discovered any new thing, either in the principles or application of perspective science, but he has made the treatise exhaustive enough to redeem the science from the contempt with which it is often treated by artists. Upon examination some things are found to be omitted, but that point the author considers a good one, as the weeding out has been the means used to make clear the important truths. It has been the aim, also, to make the illustrations such as would connect the study with the work of the artist, rather than as diagrams by which to demonstrate abstractions. The illustrations are of the same nature as those which the author has used for years in teaching perspective from the blackboard. There are ten chapters in the book, including: First Principles; The Horizon; Measurement by Means of Parallels; Measurement by Means of Diagonals; Measurement by Means of Triangles; The Perspective of Curves; A Question of Methods; Shadows; Reflections; Cylindrical, Curvilinear, or Panoramic Perspective. The illustrations alone would be of great value to an artist, and any one will find the text of the book, taken in connection with the illustrations, of great assistance in the study of perspective. The volume is exceedingly well gotten up, with thick paper, large type, and tasteful covers in gray, with gold letters.

CUORE. An Italian School-Boy's Journal. A Book for Boys. By Edmondo De Amicis. Translated from the Thirty-ninth Italian Edition. By Isabel F. Hapgood. New York: Thomas Y. Crowell & Co., No. 13 Astor Pl. 328 pp.

The journal of an Italian school-boy, if truly delineated in this translation, is not much like what an American school-boy's journal would be. While there is much that is life-like, it is almost difficult to find the boy expression in the abundance of fine words and rhetoric. Italian juvenile life is well portrayed, but there appears to be too much conventionality and sentiment in the "Journal" for a real school-boy. The Journal begins with October, "The First Day of School," and continues on through the following July. It is divided into days, each one bearing a significant title. There is much in this book that is of a very interesting character; home-life is portrayed in letters written to and from the school-boy and his parents.

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THE MASQUE OF THE YEAR. Arranged by Lillie A. Long. Music arranged by Sarah D. Chapin. Chicago: Charles H. Kerr & Company, 175 Dearborn Street. 10 cents.

In this little pamphlet of twenty pages, is found a medley which was originally prepared for the Unity Club, St. Paul. It consists of a variety of representations, including Time, Old Year, New Year, St. Valentine's Day, April Fool's Day, May Day, Decoration Day, Fourth of July, Harvest Home, Thanksgiving, Christmas, and others. The costumes for the characters are described, as well as the necessary scenery, and surroundings. The "Days" take their parts either in speaking or singing, with appropriate music and motion. The medley is a complete thing, and can be used as a whole or in part.

ONE HUNDRED LESSONS IN BUSINESS. By Seymour Eaton. Published by the Supplement Co., 50 Bromfield Street, Boston, Mass. \$1.

In this ingeniously-arranged course of self-help lessons will be found many practical and profitable things, including, among others, how to become quick at figures, how to speak and write correctly, how to write business letters, how to answer an advertisement, how to apply for a situation, how to make change, how to mark the prices of goods, and how to handle business fractions. These lessons also tell how to make out an account, receipt a bill, write an order, and keep a cash-book—how to collect a debt, write a check, and get it cashed, make and endorse a note—how to reckon interest by the 60-day method, and a great many other practical things, equally useful. To many a young person wishing to enter on a business career, these lessons will undoubtedly prove helpful.

LITERARY NOTES.

Prof. S. P. Langley's "New Astronomy" will be brought out in October by Ticknor & Co. It will present the latest discoveries and theories in astronomical science. A book on "Sobriquets and Nicknames" has been published by the same firm.

A collection of literary and social reminiscences of Mr. Howells is promised in Lippincott's Magazine for October.

Houghton, Mifflin & Co. issue a novel, "Princess of Java," in which all the characters are Javan, and the scene is laid in Java. Mr. J. A. Cabot's "Memoir of Ralph Waldo Emerson" is also published by the same firm.

The "New History of Sanford and Merton," a burlesque on the old moral tale, is pronounced one of the best things ever written by the editor of Punch. It is published by Roberts Brothers. A "Life of Dante," by Mary Alden Ward, has also been published by the same firm. It has already received flattering notices from the press.

Professor Mahaffy will publish in the autumn, through Macmillan & Co., a work entitled, "Greek Life and Thought from the Macedonian to the Roman Conquest."

Among the works on Ginn & Co.'s list are Scott's "Lay of the Last Minstrel," edited for the series of "Classics for Children," by Margaret Andrews Allen, and "Plane Surveying," by Daniel Carhart, C. E.

"Modern Italian Poets" is the title of Mr. Howells' volume of essays and versions which Harper & Brothers will publish this season. It will contain a number of portraits.

Charles A. Bates, of Indianapolis, publishes "Dialogues and Recitations for Christmas." It will, no doubt, find favor equal to the other books in his series for children.

Admirers of one of the greatest of American orators will be pleased to learn that Lee & Shepard have issued a new edition of the only work in print on "The Life and Times of Wendell Phillips."

"A Complete German Manual," first published by John C. Buckbee & Co. (Chicago), is designed to furnish in clear and precise form all the material required in high schools and colleges preparatory to the reading of German literature.

A book in which many persons will take a great interest is, "Evangelistic Work in Principle and Practice," by Rev. Arthur T. Pierson, D. D., published by the Baker & Taylor Company. "Voice Culture and Elocution" is a thorough, practical, and progressive work on the art of vocal and physical expression.

BOOKS RECEIVED.

The Practical Elements of Rhetoric. By John F. Genung. Boston: Ginn & Co.

Whist Universal. An analysis of the game, as improved by the introduction of American Leads, and adapted to all methods of play. By G. W. F., author of American Whist. Boston: Ticknor & Co.

The Girls' Book of Famous Queens. By Lydia Hoyt Farmer. Boston: T. Y. Crowell & Co.

Wide Awake. Vol. W. Boston: D. Lothrop & Co. \$1.75.

The New Christianity. An appeal to the clergy and to all men in behalf of its Life of Charity. By John Ellis, M.D. Published by the Author.

Stories of Heroic Deeds for Boys and Girls. By James Johnston. New York: D. Appleton & Co.

Greater America. Hints and Hints. By A Foreign Resident. New York: A. Lovell & Co.

The Book of Life. Published by the Health and Home Co. Chicago.

Birds and Bees. Essays by John Burroughs, with an introduction by Mary E. Burr. Vol. 28 of Riverside Series. Boston: Houghton, Mifflin & Co. 15 cents.

Famous American Authors. By Sarah K. Bolton. Boston: T. Y. Crowell & Co.

Elements of Orthoepey—Consisting of the most essential Facts and Principles. Compiled for use as a text-book in the Academy of Science and Art at Ringoes, N. J. By C. W. Larison, M.D. Ringoes, N. J.: Published by the Author.

Travels in the Interior of Africa. By Mungo Park. Vol. I. Vol. II. New York: Cassell & Co. 10 cents each.

The Temple. By George Herbert. New York: Cassell & Co. 10 cents.

True Stories of American Wars. From old records and family traditions. Boston: D. Lothrop & Co.

Royal Girls. By M. E. W. Sherwood. Boston: D. Lothrop & Co. \$1.25.

The Earth in Space. A manual of Astronomical Geography. By Edward P. Jackson, A.M. Boston: D. C. Heath & Co.

CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of Summer Hill Select School, Omen, Texas, 1887.

Catalogue of Sheridan Classical School, Orangeburg, S. C. 1886-87. Hugo G. Sheridan, A.B., Principal.

Third Annual Report of the Board of Education of the African M.E. Church to the Annual Conferences, 1886-87. Bishop Campbell, President.

Catalogue of the Jarvis Institute, Mt. Sterling, Ky. 1886-87. Dr. C. W. Harris and Mrs. L. L. Harris, Principals.

Report of the President of the Faculty of Rollins College, Winter Park, Fla., 1886-7.

Catalogue of the Knoxville High School, Knoxville, N.C. 1887-8. F. B. Brown, A.M., Principal.

Course of Instruction of Sandy Lake (Pa.) Union School, 1887-8. M. E. Hess, Principal.

Annual Catalogue of De Land University, De Land, Fla. 1887-8. J. F. Forbes, A.M., Ph.D., President.

First Annual Catalogue of the Pennsylvania State Normal School, Clarion, Pa., 1887. A. J. Davis, Principal.

Graded Course of Study of the Cedar County Normal Institute, held at Tipton, Iowa, Aug. 15 to 27, 1887, inclusive.

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Practical Work in Geography. By HENRY MCCORMICK, of the Illinois Normal University. Full of practical hints and facts. 350 pp. Price, \$1.00.

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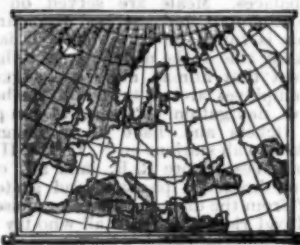
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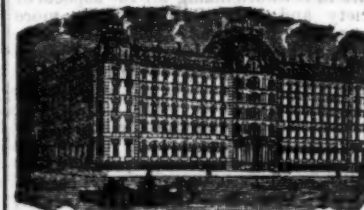
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the steamers in Albany; one has only to
step from cars to boats.

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friend, take your fishing rod along, and
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Manager of the "Teachers' Co-operative
Association" of Chicago, as found in
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have every reason to believe Mr. Brewer
to be a gentleman of business integrity
and push. That the association has been
helpful in its line is certain, of which
many testimonials will be sent upon appli-
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the great forces of modern civilization; in
fact, chemical science has had a large
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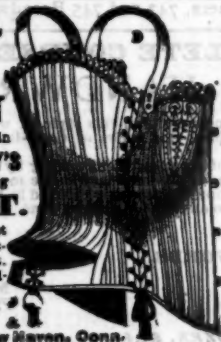
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Rheumatism and the Gout, cease their twinges, if the affected part is daily washed with Glenn's Sulphur Soap, which loosens pain and renders the joints and muscles supple and elastic. It is at the same time a very effective cleanser and beautifier of the skin.

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| Reserve Premium Fund. | \$2,584,848 00 |
| Surplus for Unpaid Losses and Claims. | \$2,058 50 |
| Net surplus. | \$418,705 50 |
| CASH ASSETS. | \$2,711 56 |

| SUMMARY OF ASSETS: | |
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| Cash in Banks. | \$237,312 85 |
| Bonds & Mortgage, being 1st lien on N.Y. City. | 705,000 00 |
| United States Stocks, (market value). | \$2,875,373 75 |
| Bank & R. R. Stocks & Bonds, (market value). | 1,025,248 00 |
| State and City Bonds, (market value). | 225,000 00 |
| Loans on Stocks, payable on demand. | 445,000 00 |
| Interest due on 1st January 1887. | 22,496 40 |
| Premiums uncollected & in hands of agents. | \$73,288 38 |
| Total Assets. | \$7,311,711 56 |

F. B. GRISWOLD, ASST. CHAS. W. T. FLETCHER, J. L. BROWNE, JR., SECY. D. A. HALL, VICE-PRES. J. H. WARD, TREAS. V. F. & F. New York, January 11th, 1887.

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